



Endon High School Drugs and Substance Abuse Policy

Principles

- Endon High School condemns the misuse of drugs and alcohol by members of the school and the illegal supply of these substances.
- The school is committed to the health and safety of its members and will take action to safeguard their well-being.
- The school acknowledges the importance of its pastoral role in the welfare of young people and, through the general ethos of the school, will seek to persuade pupils in need of support to come forward.

Aims

For the pupils

1. To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing skills.
2. To provide accurate information about substances.
3. To increase understanding about the implications and possible consequences of use and abuse.
4. To encourage an understanding for those experiencing or likely to experience substance use.
5. To widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and AIDS.
6. To seek to minimise the risks that users and potential users face.
7. To enable young people to identify sources of appropriate personal support.
8. To monitor, as far as possible, pupil involvement in the use of/contact with illegal substances to inform school programmes for prevention.

For the school

1. To have clear procedures for dealing with situations where drugs are discovered on the premises or in the possession of young people and to ensure that such procedures are consistent and clearly understood.
2. To provide appropriate training for staff and to ensure that staff understand procedures and guidelines
 - i. Teachers and staff need to be aware of the main signs and symptoms of drug abuse;
 - ii. Know what the protocol is for identification and raising the issue;
 - iii. Give staff knowledge and understanding to be confident in their detection;
 - iv. Know protocols if they find a quantity of drugs and be able to identify what they have found in order to seek correct procedures
3. To ensure an adequate programme for Personal, Social Education & Health, with appropriate resourcing.
4. To provide appropriate Governor training.

For parents

1. To ensure that parents are informed about the school's policy and procedures.

Practice

1. The school will cover the issues outlined in the pupil aims of this policy through the taught curriculum, mainly through the PSHE programme and Science and Health Education areas. Other opportunities to reinforce learning will occur in other parts of the curriculum.
2. The school will encourage specialists from outside to contribute to raising drugs awareness in school, through such agencies as Community Police, Health and Drug Agencies such as T3 as and when such links are possible.
3. The Headteacher takes overall responsibility for the implementation of this policy, for liaison with the Governing Body, parents, LA and appropriate outside agencies.
4. The Headteacher will ensure that all staff are adequately trained to recognise symptoms of drugs use or misuse, and to take appropriate action.
5. The school encourages parental involvement in drugs-related issues. The school will inform parents of any instances involving substance misuse or supply on the premises.
6. There is no legal obligation to inform the police, should illegal substances be found onsite, although their advice and support may be required. However a school cannot knowingly allow its premises to be used for the production, supply or use of any controlled drug,. Where it is suspected that substances are continuing to be sold on the premises, details regarding those involved and as much information as possible will be passed to the local Police Officers.
7. The police will be involved in awareness raising and monitoring use of substances through ad hoc visits The Governing Body will be involved in substance education and substance-related incidents.
8. The school will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take, seeking to balance the interests of the pupil involved, the other school members and the local community. Permanent exclusion is seen as a last resort.
9. Staff will take action in accordance with Appendix 1 in incidents relating to drugs use/misuse on school premises.
10. The Headteacher will take responsibility for liaison with the media, taking advice and guidance from the Local Authority as appropriate.

Appendix 1

Guidance for Staff

When a young person discloses substance misuse on the premises, staff will inform the Headteacher and, where appropriate, participate in the planning of subsequent action as described above.

Where a young person discloses substance misuse off the premises, the staff member will use his or her discretion, decide on appropriate action, but will normally involve the Headteacher.

Where staff discover substances which are suspected to be harmful, illegal or deserving of investigation, they should note the two circumstances in which substances may be removed, from either a place or a person :

a. place

If possible, remove the substance from where it was discovered in the presence of a witness. If this is not possible, do not leave the substance there while you enlist the support of a colleague or pupil as witness. Continue with the procedure below.

b. person

When receiving or retrieving substances from a pupil, do so, if possible, in the presence of a witness. In the absence of a witness, do not put off receiving substances, or, within the bounds of your professional discretion, removing a suspicious substance from a pupil's possession. Do not leave the pupil alone whilst help is sought. Ask the pupil to accompany you to a senior member of staff, or, if necessary, seek help via another pupil.

The following guidelines should be observed at all times.

1. Remove the substance and record the time, place and circumstance when the substance came into your possession.
2. Do not investigate the nature of the substance, but do record its approximate size and appearance.
3. When possible, have the recordings countersigned by a witness.
4. Take the substance immediately to the Headteacher. Do not keep the substance on your person or in a place of safe keeping: to do so may place you at risk.
5. In the presence of the Headteacher place the substance in a suitable container. The Headteacher, yourself and, where possible, the witness, should sign and date the package. An official report should be completed, recording the time, date and circumstances of the findings.
6. The Headteacher can choose to arrange for the Police to remove the substance from the premises or may choose to dispose of it in an appropriate way.
7. In the event of a discovery of any equipment associated with substance use, especially needles and syringes, pupils should not be allowed to handle such items. All equipment found must be handled by adults with the utmost care. The Headteacher must ensure that materials are placed in a secure and rigid container to await collection by the appropriate service.
If a pupil refuses to co-operate and walks away, the teacher should notify a senior member of staff immediately.
9. Circular 4/95 states:
"It is open to a member of staff to search a pupil's desk/locker where he or she has reasonable cause to believe it contains unlawful items, including illegal drugs. Where pupils are suspected of concealing illegal drugs on their person, every effort should first be made to secure the voluntary production of unlawful substances, for example by asking them to turn out their pockets. If the pupil refuses, the police should be called in to deal with the situation. Intimate physical searches should never be made by a teacher."
10. Where a teacher is told, or is aware of possible criminal activity outside school premises, it is expected that he/she will report the matter to the Headteacher, who will inform the local police in the interests of safeguarding the health and safety of young people in the area.

Appendix 2

Warning signs of Drug or Solvent Misuse

1. Early detection of drugs misuse is extremely important. If a young person's drug misuse is identified at an early stage, it is easier for action to be taken to prevent his or her further misuse of drugs. Therefore teachers need to be vigilant, particularly when they are in charge of activities which take groups of young people away from the school premises. Research has shown that first experiments with drugs by young people almost always involve a substance provided by a friend.
2. The signs listed in Tables 1 and 2 may indicate that individuals or groups of young people are misusing drugs. Their presence alone is not conclusive proof of drug or solvent misuse: many of them are a normal part of adolescence, but the presence of several signs together may point to a need for greater vigilance. Table 3 lists equipment which, if found in certain circumstances, might also give grounds for concern.

Table 1

Warning Signs in Individuals

- Changes in attendance, and being unwilling to take part in school activities.
- Decline in performance in school work.
- Unusual outbreaks of temper, marked swings of mood, restlessness or irritability.
- Reports from parents that more time is being spent away from home, possibly with new friends or with friends in older age groups.
- Excessive spending or borrowing of money.
- Stealing money or goods.
- Excessive tiredness without obvious cause.
- No interest in physical appearance.
- Sores or rashes, especially on the mouth or nose.
- Lack of appetite or the "munchies".
- Heavy use of scents, colognes, etc. to disguise the smell of drugs.
- Wearing sunglasses at inappropriate times (to hide dilated or constricted pupils).

Table 2

Warning Signs in Groups

- Regular absence on certain days – creatures of habit: regular meetings of pupils at the gate or after school, same day each week. Look out for patterns.
- Keeping at a distance from other pupils, away from supervision points, (e.g., groups who frequently gather near the gate of a school playground or sports field) – same day and same place: comfort zones..
- Being the subject of rumours about drug taking.
- Talking to strangers on or near the premises.
- Stealing which appears to be the work of several individuals rather than one person (e.g. perhaps to shoplift solvents).
- Use of drugtakers' slang.
- Exchanging money or other objects in unusual circumstances.
- Associating briefly with one person who is much older and not normally part of the peer group.

Table 3

Objects that may indicate Drug Misuse

- Foil containers or cup shapes made from silver foil, perhaps discoloured by heat.
- Metal tins.
- Spoons discoloured by heat.
- Pill boxes.
- Plastic, cellophane or metal foil wrappers.
- Small plastic or glass phials or bottles.
- Twists of paper.
- Straws.
- Sugar lumps.
- Syringes and needles.
- Cigarette papers and lighters.
- Spent matches.
- Plastic bags or butane gas containers (solvent abuse).
- Cardboard or other tubes (heroin).
- Stamps, stickers, transfers or similar items.
- Shredded cigarettes, home-rolled cigarettes and pipes (cannabis).
- Paper (About 2 inches square) folded to form an envelope (heroin).
- Bongs or man-made version include bottles, cans with holes
- Mini graters

If any of the above items are found in the possession of pupils then they should be punished accordingly.

Appendix 3

When drugs are found within school:

On a student

- The student is kept with the member of staff and taken immediately to Headteacher's office
- "On Call" used if a teacher cannot leave the situation but the student must be separated and his/her belongings kept with the teacher.

On the premises

- Photograph location and drugs if possible
- Alert/request attention of another member of staff (LT if possible)
- If none of the above is reasonable, remove drugs/paraphernalia without touching item if possible
- Item to be taken straight to Headteacher's office

Taking action

Each incident needs to be judged on its own merit. First-time experimenters with a group of friends cannot be treated the same as a solitary habitual user or a supplier. Therefore, a variety of responses is needed.

In all cases, schools must consider the links and possible consequences on:

- interests of the pupil;
- parents and their role;
- other members of the school community;
- the role of outside agencies.

Stages in dealing with an incident

A number of steps can be identified and a number of key issues highlighted in all drug-related incidents.

Assessing the situation

This must be the first step in all instances. It is crucial to avoid acting hastily.

Where a pupil has been found using, or in possession of, a substance, it is important for someone to talk to the pupil concerned. (This is likely to be the Headteacher's). He/she needs to establish (by conversation, questioning) which drugs are involved; how much is taken; frequency of use; length time it has been used for; whether other substances are used in conjunction; where it was obtained; whether used alone or within a group; effects on school; whether it is perceived as a problem. If latter arises, help with counselling, etc.

In any disclosure/interview the issue of CONFIDENTIALITY may arise.

Pupils must understand that total confidentiality cannot be guaranteed. However, they can be reassured that a) their involvement will not be discussed publicly or unnecessarily, and b) they will not be named in the implication of others.

He/she will have to be aware that parents will need to be contacted* and that the police may have to be notified. **

(*In cases where contacting a parent might result in the child being put at risk it is suggested that a meeting is arranged in school where parents and child can talk - after the Headteacher's has disclosed the incident to the parents.)

(**Schools are not legally obliged to inform the police of drug use incidents or to give them names of young people involved. Police are most interested in sources of supply and a juvenile caught in possession would most likely only be cautioned and his/her parents visited.)

Since many parents' only knowledge of drugs is via the media, which can often be sensationalised, parents may also need educating. Sensitivity in dealing with parents at this level is essential.

b) Sanctions

The school cannot be seen to condone the possession, use or supply of illegal drugs on the premises, in school hours or when pupils are under school supervision.

1. First offence

Whilst punishments will take account of the seriousness of similar offences, possession or use of illegal substances will result in a pupil being given at least a fixed term exclusion and may, in some circumstances, result in a permanent exclusion.

2. Second Offence

A permanent exclusion would be usual for a second offence relating to illegal drugs.

3. Dealing in illegal drugs

A pupil found to be selling or trying to sell illegal drugs in school time, on school premises or while under school supervision will usually be permanently excluded.

4. Legal Substances

In the case of legal substances (e.g. alcohol, tobacco, solvents), misuse or, in some cases, possession of such substances on school premises may result in the pupil being given an exclusion (fixed-term or permanent). Less serious sanctions (e.g. lunchtime or after-school detentions) may be considered to be the more appropriate sanction. Again the school reserves the right to judge each case on its merits, considering a child's circumstances, parental support, prior record or misbehaviour in school, prior support offered to the child to improve behaviour, SEN status, etc.

N.B. The school reserves the right to judge each case on its merits.

c) Support

Where a pupil is found guilty of involvement in an incident relating to the use of illegal substances, s/he will be given support programmes in addition to sanctions.

These may include:

- ❖ The agreement of a Pastoral Support Programme, drawn up in conjunction with the Progress Manager/Assistant Head (Student Support), parent, pupil, possibly an officer from the Education Service, and any other relevant personnel. This will identify targets for action and desired behaviour, with rewards and sanctions clearly identified;
- ❖ Individual counselling with the Progress Manager or designated mentor.
- ❖ Possible links with drugs awareness organisations, informal counselling with local police officer, etc.

Reviewed: February 2017

To be reviewed every 3 years – next review February 2020

Annex: Drugs – everything you need to know in 30 minutes

Drugs

What we need to know.....

Aim of this session:

- * To make you feel more confident in identifying drugs
- * Raise confidence in recognising sign/symptoms of a pupil that you may suspect is under the influence of drugs.
- * Knowing how to deal with situations that may arise giving 'best practice' response in-line with our drugs policy.

2. Ecstasy- One tablet can cost in the region of...

a – £20-25

b – £10-15

c – £5-10

d – 50p-£5

D 50p-£5

SO lets see what we know.....

1. Which type of cannabis do you believe to be the strongest form?

a – Resin

b – Skunk

c – Hashish

d – All the same

B Skunk

4. Ketamine- identify the side effect/s?

a – Temporary paralysis

b – Removal of bladder

c – Unable to feel pain

d – All the above

D All the above

3. LSD – what form is it most commonly taken in?

a – Paper

b – Powder

c – Tablet

d – Liquid

A Paper

Our Drugs Policy

- * **If we feel someone is acting particularly strange** or different to their usual/normal behaviour and suspect an issue, **send out an email to all teachers** and identify 'POD confidential' (POD- Pupil on Drugs).
- * Describe what you have seen, behaviour, possible physical effects such as their eyes or state of mind or body if you weren't able to gaze into their eyes.
- * If the next teacher has reason to agree then send an 'on call- POD' request to have them removed from the lesson.

If we find any drugs that we cannot immediately identify/seem to be in an unusual place depending on location and circumstances, either:

1. Leave them where they are (stay with them) and send for another member of staff (LT if possible) to assist. Take photos of them in situ (on a school camera-not phone!) This is not always practical so.....
2. Remove them **without touching the drugs** with your hands and take it immediately to Mrs Gibson's office and get assistance asap.
3. You and a senior member of staff need to fill in the information on the evidence bag. It is important to give as much description of the drugs as possible and specify amounts if you can be accurate (i.e. you can count them) or make sure it is clear if you are giving a rough estimate.

If we find any drugs on a person, or have seen drugs fall out of a person's pocket (*that you can identify*):

1. If it is a person in possession of drugs, take them to one of the LT at the earliest possible time or use 'POD-on call' to have someone retrieve them from your lesson. Obviously don't let them out of your sight and don't let them interact with anyone else or with their possessions to try to discard of the offending material.
2. If they walk out of your lesson then get a member of staff to follow them and alert LT.

The bottom line is:

If you suspect something drug related in school you cannot turn a 'blind eye' if you knowingly become aware or suspect a person/situation etc you have a legal obligation to take it further.

If you don't you could be committing an offence under
Section 8: Misuse of Drugs Act 1971.

Depending on the circumstances it can lead to a number of options but the most common is to inform Tracey or Andrew about what you have heard/seen, they will take the next steps.

So, all the other drugs which would be useful to know and be aware of as some are becoming popular with young people due to their ease of access.

Legal Highs:

A MAJOR ISSUE- these can be brought from some tobacco shops and are being sold freely as they are currently legal but they can also be sourced from the internet.

Man made in laboratories, and the long term side affects are not known as they are so new onto the market they are hard to regulated and are definitely not tested before being sold.

New drugs are being made faster than they can be made illegal- hence their name.

Number of deaths linked to 'Legal Highs'

2009 – 5 people

2010 - 28 people

2011 – 44 people

2012 – 77 people

2013 - ?????

Mcat , Meow Meow or Mephedrone

This is very commonly used within our locality and until last year was a Legal High but effects are very addictive.

"My first time taking mcat (mephedrone), was fun, i found the music great and it only effected me a little. The second time around wasnt the case, i ended up going crazy, i loved EVERYONE around me and this put me in a very vulnerable position, i ended up going to a hotel and sharing a room with people i didnt really know (nothing happened). i was extremely paranoid and the following day i woke up with a huge nose bleed, 3 days after taking it i still feel rough and i want some more. i am going to stop, and if anyone is ever offered it say no, it may be fun but its not worth the damage"
Talk to frank.com

What to look for: White ring around the mouth, dry mouth and anything above.

Apparently it is easy to get hold of and some described as their next step off Cannabis.

Ketamine: Special K, K, Dorothy

Was used as a date rape drug and is also becoming more popular.

Its high:

- Paralyzes muscles- crawling around the floor
- Feel no pain (people can injure themselves without realising- causing death)
- Very slurred speech – (Bill & Ben on drugs)
- Distortion of reality

It comes in a powder, tablet or liquid – swallowed, snorted or injected.

Main concern is as it is a new drug we are only beginning to see the side affects:

- Mental Health issues worsened
- Schizophrenia
- Bladder removal – used twice a week for a couple of years!

PMA:

Sold as Pink McDonalds, Dr Death, Pink Ecstasy

This is one the increase as is an amphetamine based drug which makes users react like they are on ecstasy and has the same side effects. It has been linked to a number deaths this year alone- 3 in macclesfield! So this is also around us locally.

Ecstasy: MDMA

Its strength and effects are unpredictable

Blood pressure rises exceptionally fast & so does body temperature if not kept under control by drinking fluids (water/soft drinks)

It can be bought as cheap as 50p

Things to look for:

- Gurning
- Teeth grinding
- Raised body temperature
- Faint/ dizzy
- Unconscious



LSD: Acid, Blotter, Dots, Micros

Like rice paper with perforated edges with pictures on such as strawberries, Bart Simpson or a small picture that is part of a bigger picture.

Things to look for:

- Irritable or jumpy
- Confused or anxious
- Over itching