



HEADLANDS SCHOOL  
SINCE 1965

# Drugs Policy

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| Written By           | Assistant Headteacher - Behaviour |
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## **HEADLANDS SCHOOL**

### **DRUGS POLICY**

This policy reflects our whole school aims to build a happy and vibrant school in which we have the safety and well-being of our students at the centre of everything we do.

It supports and is underpinned by a range of key school policies such as: Curriculum, Children Looked After, SEND, Child Protection, Behaviour for Learning, First Aid (Management of Medicines) and Safeguarding and has been developed in response to DfE and ACPO (Association of Chief Police Officers) Drug advice for schools September 2012.

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#### **Rationale**

We live in a drug-consuming community. Schools are an integral part of the community and are therefore likely to come into contact with drug related issues in a variety of ways. At Headlands this is recognised and through the effective implementation of this policy the school aims to ensure that the school community is protected, supported and educated regarding drug related issues. The children are encouraged to respect their bodies and exercise control over what goes into them in an informed and health-promoting manner.

#### **Aims**

The aim of drug education is to give students the knowledge, skills and attitudes to appreciate the benefits of a healthy life-style and to relate these to their own actions, both now and in the future.

Our Drug Education programme is devised to:-

- enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- provide accurate information about substances
- increase understanding about the implications and possible consequences of use and misuse
- encourage an understanding for those experiencing substance use
- widen understanding about health and social issues associated with the use of drugs e.g. sex and sexuality, crime, Child Sexual Exploitation, HIV and AIDS,
- seek to minimise the risks that users and potential users face
- enable young people to identify sources of appropriate personal support.

## Purpose and Principles

The purpose of the Drug Policy is to:-

- clarify the legal requirements and responsibilities of the school
- reinforce and safeguard the health and safety of students and others who use the school
- clarify the school's approach to drugs for all staff, students, governors, parents/carers, external agencies and the wider community
- give guidance on developing, implementing and monitoring the school's drug education programme
- enable staff to manage drug related issues on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- ensure that the response to incidents involving drugs complements the overall approach to drugs education and the values and ethos of the school
- provide a basis for evaluating the effectiveness of the school's education programme and the management of incidents involving illegal and other unauthorised drugs
- reinforce the role of the school in contributing to local and national strategies.

### *Where and to whom the policy applies*

The Policy applies to staff, students, parents/carers, governors and partner agencies working with the school on the premises and within the perimeters and also includes:

- journeys in school time
- work experience
- residential trips
- during the school day
- those students educated in provision, other than normal school provision.

Drug education is a major part of drug prevention. Drug prevention aims to:

- minimise the number of young people engaging in drug use
- delay age of onset of first use
- reduce the harm caused by drugs
- enable those who have concerns about drugs to seek help.
- Highlight a growing concern around Child exploitation in the form of 'County Lines'
- Re-enforce the 'victim aspect' of county lines and educate students to the signs and symptoms of exploitation

The purpose of drug education is to provide opportunities for students to develop their *knowledge, skills attitudes and understanding* about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

- the school does not condone or tolerate either the use or supply of drugs / alcohol by members of the school, on the school premises or during the school day, this includes lunch and break times and travel both to and from school
- 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 students in need of support to come forward
- the school believes it has a duty to inform and educate young people on the consequences of drug use and misuse. The school believes that health education is a vital part of PSHE for every student
- the school believes in the importance of communication with parents, keeping them informed and involved.

## **Definitions and terminology**

A drug is:

- 'A substance people take to change the way they feel, think or behave'

This includes tobacco, alcohol, volatile substances, illegal drugs, over-the-counter and prescribed medicines and other unauthorised substances.

County Lines:

- The term given to the exploitation of young and vulnerable people in the transportation of drugs and money from outside the area. (Usually through the use of train or bus lines)

## **Structure**

All students have 4 tutor periods per week each lasting 20 minutes, in addition they have 1 assembly each week. PSHE is delivered during a one hour lesson each week and drugs education is an implicit part of this. As part of this programme students have access to up-to-date information on sources of help including FRANK for drugs, NHS Smoking Services for tobacco and Drinkline for alcohol. In Years 10 and 11 Religious Studies and Science cover aspects of Drugs Education and agencies supplement the curriculum in assemblies and group work. The school actively cooperates with other agencies such as Community Police, Social Services, the Local Authority and Health and Drugs agencies to deliver its commitment to Drug Education and to deal with incidents of substance use and misuse.

## **Students with Special Educational Needs and / or Disabilities**

We will ensure that all young people receive drugs education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. In planning Drugs Education for students with SEND, our teachers consider a range of responses. For example:

- Additional support given by staff
- Activities differentiated or adapted
- Programme aspects may be emphasised or expanded
- Revisiting knowledge and skills in different contexts.

## **Drug or Solvent Misuse: Recognising the Signs**

Heads of Year and Senior staff have been encouraged to attend training sessions in Drug Awareness and all staff are encouraged to read the following section:-

1. Early detection of drug 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 we, as a staff, need to be vigilant both on the premises and when in charge of activities which take groups of young people away from School. Research has shown that first experiments with drugs by young people almost always involve a substance provided by a friend.
2. The signs listed 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.

### **Warning Signs in Individuals:**

- Changes in attendance, and being unwilling to take part in school activities
- Decline in performance in schoolwork
- 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 an older age group
- 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
- Heavy use of scents, colognes to disguise the smell of drugs
- Wearing sunglasses at inappropriate times (to hide dilated or constricted pupils).

### **Warning Signs in Groups:**

- Regular absence on certain days
- Keeping at a distance from other students, away from supervision points
- Being the subject of rumours about drug taking
- Talking to strangers on or near premises
- Stealing which appears to be the work of several individuals rather than one person (e.g. perhaps to shoplift solvents)
- Use of drug taker's 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.

### **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 papers
- Straws
- Sugar lumps
- Syringes and needles
- Cigarette papers and lighters
- Spent matches
- Plastic bags or butane gas containers (solvent abuse)
- Cardboard or other hibes (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).

Warning signs of child exploitation (county lines):

- Persistently going missing from school or home, or being found out of area.
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling, older individuals or gang associations
- Suspicion of self-harm, physical assaults or unexplained injuries
- Parental concerns
- Significant decline in school performance
- Significant changes in emotional well-being

### **Monitoring And Evaluation**

Learning will be assessed as part of the overall PSHE provision delivered through Assemblies and bespoke workshops / presentations. Assessment will be included as part of the provision and reviewed by the Tutor Champion.

Outside agencies that give presentations will have follow up questionnaires to assess students' views and reflect on their progress and measure what they know, understand and can do.

Changes to the Drug Education Plan will be reviewed on a regular basis to changing local needs.

### **CHILDREN AND DRUGS: GUIDELINES FOR DISCIPLINARY ACTION**

The PSHE and tutorial programmes provide all children with essential drugs education. As with cigarettes and alcohol, children are forbidden from bringing illegal substances on to the premises. However, the possession of illegal substances is a serious breach of discipline in that it constitutes behaviour likely to endanger the health and safety of others and will lead to suspension or permanent exclusion. Moreover, any involvement with drugs inevitably associates the children with an illegal sub-culture which must not be tolerated.

Students involved with drugs in school are likely to fall into one of three categories:

1. Students who use drugs/alcohol constitute less of a threat to the community than suppliers, but should be suspended for a period of time that is suitable to enable the child's family to set up support systems and strategies which will break the habit. The school will offer the families all possible support. Readmission may be arranged on the agreement that the strategies are put in place to work with the student to prevent further drug use.
2. Those who pass or sell drugs: constitute a serious threat to the community; this is a criminal offence which, in the case of an adult, would lead to a custodial sentence. Any such student will normally face permanent exclusion from the school.
3. Those who are being used and exploited, sometimes under duress or threat of violence to transport, move or distribute drugs or money in or out of the area. Students who are identified as at risk of Child Exploitation should be seen as VICTIMS of circumstance and as such all relevant safeguarding procedures should take priority over the use of sanctions.