

## **Substance Misuse Policy**

**Signed by Chair of Governors:**

**Date policy adopted by Governing Body:**

**Review date:** As necessary subject to latest guidance.

### **Accessible Formats**

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard.

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

To request a copy of this document in an accessible format contact 01978 357754.

## **1. Introduction**

Welsh Government's (WG) 10-year strategy, *Working Together to Reduce Harm*, established the parameters of how substance misuse can be addressed. The Preventing harm priority action area within *Working Together to Reduce Harm* aimed to help children, young people and adults resist or reduce substance misuse by providing education about the damage that substance misuse can cause to their health, their families and the wider community. It also included action to identify people at risk of substance misuse and/or in need of support and signposting to further information, support or diversion activities.

**The Welsh Government** Substance Misuse Delivery Plan 2019-2022 builds on the progress made in the lifetime of the previous 2008-18 strategy, 'Working Together to Reduce Harm'

recognise the value of taking a whole school approach which includes curriculum, school environment, ethos, leadership and community links.

## **2. Definition of a Substance**

The standard definition of a drug or substance used for this policy is - '*A substance is something people take to change the way they feel, think or behave*' (United Nations).

A defined range of the substances covered by the policy should include:

- alcohol,
- over the counter medicines,
- prescription only medicines such as anabolic steroids and benzodiazepines
- illegal substances such as heroin, cocaine, ecstasy, amphetamines, LSD, cannabis, magic mushrooms
- volatile substances such as aerosol propellants, butane, solvents and glues 'legal highs'.

Many drugs are lawfully carried as medicines. There is a clear policy on the administration of medicines. If pupils supply prescription drugs to others in school, they are acting unlawfully and therefore this policy will apply.

Refer to Smokefree policy regarding tobacco and e-cigarettes

## **3. Aim**

To empower children and young people to make responsible and well informed decisions about substances used and or misused within society. We aim to be sensitive and respect differences whilst enabling pupils to understand the risks associated with substance use and misuse.

## **4. Objectives**

- To develop Barker's Lane Community School as a health promoting environment

- To increase pupils' knowledge, understanding, experience and attitudes towards substance misuse
- To provide consistent messages about substance misuse within and outside of the taught curriculum
- To manage substances related incidents with due regard for our legal obligations
- To protect the well being of the whole school community

## 5. Curriculum

Effective Substance Misuse Education will enable children and young people at Barker's Lane Community School to make responsible informed choices about their lives. It will not be delivered in isolation; this will reflect the approach within the Curriculum for Wales framework, which underpins this Policy.

### Health and Well-being

<p><b>Developing physical health and well-being has lifelong benefits.</b></p> <p><b>What Matters:</b> This Area can help learners to understand the factors that affect physical health and well-being. It also includes an understanding of health-harming behaviours.</p>		
Progression Step 1	Progression Step 2	Progression Step 3
I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.	I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.	I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.
<p><b>Our decision-making impacts on the quality of our lives and the lives of others.</b></p> <p><b>What Matters:</b> This Area can help learners to understand how decisions and actions impact on themselves, on others and on wider society, both now and in the future. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make more informed and considered decisions.</p>		
Progression Step 1	Progression Step 2	Progression Step 3
I have developed an awareness that my decisions can affect me and others.	I can recognise that my decisions can impact on me and others, both now and in the future.	I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.

I have an understanding that things can be safe or unsafe.	I can identify and assess risks.	I can identify and assess risks, and I can take steps to reduce them.
<p><b>How we engage with social influences shapes who we are and affects our health and well-being.</b></p> <p><b>What Matters:</b>  This Area can help learners understand the important role of <i>social influences</i> on their lives. These influences are comprised of rules, <i>social norms</i>, <i>attitudes</i> and <i>values</i> that are created and reinforced by different social groups. It is through interaction with social groups that we experience these influences. They affect our identity, <i>values</i>, behaviours and health and well-being, and often do so without our being aware of it.</p>		
Progression Step 1	Progression Step 2	Progression Step 3
I can recognise and follow rules and norms in the groups and situations in which I take part.	I can recognise and follow the rules and norms of different groups and situations in which I take part.	I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.

## Science and Technology

<p><b>The world around us is full of living things which depend on each other for survival.</b></p> <p><b>What Matters:</b>  Developing an understanding of the factors which affect the health and success of organisms allows us to make informed decisions about our physical health and how we impact the natural world, including about the prevention and treatments of diseases.</p>		
Progression Step 1	Progression Step 2	Progression Step 3
	I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.	I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments.

There is also an element of keepings safe and speaking out as part of the RSE curriculum which supports learners to develop the ability and confidence to speak out about harmful behaviours directed at them and others.

## Schemes of work

		<u>Topic</u>	<u>Learning objectives</u>	<u>Suggested resources</u>
Nursery – Year 2	H E A L T H	Looking after my body.	<ul style="list-style-type: none"> <li>To learn about the importance of looking after ourselves, including hygiene routines, eating well, taking regular exercise and sleep.</li> <li>To have a better understanding about the ways in which we keep our bodies healthy and that some things would be dangerous or harmful.</li> </ul>	EY Jigsaw Healthy Me 3. Food Glorious Food 5. Keeping Clean  Y1 Jigsaw Healthy Me 1. Being healthy 2. Healthy Choices 3. Clean and healthy
		What I do to keep healthy.	<ul style="list-style-type: none"> <li>To begin to understand that to keep healthy we must eat the right types of food in the right amount</li> <li>To understand that we must be careful about what goes into and onto our bodies.</li> </ul>	Y2 Jigsaw Healthy Me 1. Being healthy 4&5 Healthy Eating  <u>Healthy Schools</u> -Growing up Resource  <u>Healthy Schools</u> -Food plate
	M E D I C I N E S  a n d  D R U G S	Safe and proper use of medicines	<ul style="list-style-type: none"> <li>To understand that medicines are taken to make us better or keep us well.</li> <li>To understand that medicines should only be used under adult supervision.</li> <li>To remember not to swallow anything unless a trusted adult gives it to us.</li> </ul>	Y1 Jigsaw Healthy Me Medicine Safety  Y2 Jigsaw Healthy Me Medicine Safety
		Medicines and Drugs	<ul style="list-style-type: none"> <li>Understand that all medicines are drugs but not all drugs are medicines.</li> <li>Appreciate that some drugs (namely medicines) if used correctly, can save or sustain life.</li> </ul>	<u>AWSLCP</u> -Who? What? Where? Take Care  <u>Don't Touch-Tell !</u>
		Dangerous things at home and at school.	<ul style="list-style-type: none"> <li>To be able to identify a variety of settings where medicines, and other potentially dangerous things can be found. To begin to devise some simple safety rules for the storage and /or use of medicines.</li> </ul>	

			<ul style="list-style-type: none"> <li>To understand the benefits of being smoke free.</li> </ul>	
	S A F E T Y	Keeping myself safe	<ul style="list-style-type: none"> <li>Discuss what keeping safe means to them</li> <li>Describe a number of ways in which they can keep themselves safe.</li> <li>Consider a range of situations and discuss their responses.</li> </ul>	

		Topic	<u>Learning objectives</u>	<u>Suggested resources</u>	
Years 3 and 4	M E D I C I N E S	Taking medicines	<ul style="list-style-type: none"> <li>To learn that some drugs, e.g. medicines, can have a good effect when carefully taken in the correct dose</li> <li>To gain further understanding of the world of medicines and “drugs”</li> <li>To understand that some drugs, e.g. the nicotine in cigarettes, only do harm to the body.</li> <li>To appreciate that all drugs, including medicines, can have a poisonous effect on the body.</li> </ul>	<u>Y3 Jigsaw</u> 3. What do I know about drugs?  <u>Y4 Jigsaw</u> 3. Smoking 4. Alcohol  <u>AWSLCP</u> <ul style="list-style-type: none"> <li>‘T.A.S.K’</li> <li>‘It’s your choice’</li> <li>‘So! What’s the problem’</li> </ul>	
		S A F E T Y	Keeping myself safe and getting help	<ul style="list-style-type: none"> <li>To be able to identify dangers in everyday life.</li> <li>To learn what could be done when feeling frightened or unsafe in a particular situation</li> <li>To know whom to turn to and how to get help from trustworthy adults when feeling unsafe</li> </ul>	<u>Y3 Jigsaw</u> 5. Being Safe at Home  <u>AWSLCP</u> <ul style="list-style-type: none"> <li>‘T.A.S.K’</li> <li>‘It’s your choice’</li> <li>‘So! What’s the problem’</li> </ul>
			Taking risks	<ul style="list-style-type: none"> <li>To be able to identify a range of dangerous behaviours and why some people might do them even though they are dangerous.</li> <li>To identify some examples of potentially dangerous activities which some pupils might be attracted to.</li> </ul>	<u>Y3 Jigsaw</u> 4. Being Safe  <u>AWSLCP</u> <ul style="list-style-type: none"> <li>‘T.A.S.K’</li> <li>‘It’s your choice’</li> </ul>

				<ul style="list-style-type: none"> <li>• 'So! What's the problem'</li> </ul>
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		Topic	<u>Learning objectives</u>	<u>Suggested resources</u>
Years 5 and 6	A L C O H O L	Talking about alcohol	<ul style="list-style-type: none"> <li>• To know which drinks contain alcohol</li> <li>• To learn about the effects of alcohol upon the body and behaviour.</li> </ul>	<u>Jigsaw Y5</u> 2. Alcohol  <u>Jigsaw Y6</u> 3. Alcohol 6. Managing Stress
		Taking risks with alcohol	<ul style="list-style-type: none"> <li>• To be able to identify risky situations</li> <li>• To understand the possible risks involving alcohol</li> <li>• To learn to use a model for making decisions</li> </ul>	<u>AWSLCP</u> <ul style="list-style-type: none"> <li>• 'T.A.S.K'</li> <li>• 'It's your choice'</li> <li>• 'So! What's the problem'</li> </ul>
		Attitudes to alcohol	<ul style="list-style-type: none"> <li>• To understand why and when people drink alcohol</li> <li>• To become aware of their own and others' views of alcohol</li> </ul>	
Years	S O L V E N T S	Volatile substances (solvents)	<ul style="list-style-type: none"> <li>• To understand what solvents are and their effects if sniffed, sprayed into the mouth or swallowed.</li> <li>• To understand peer influences and the pressures from others to do what they want to do.</li> <li>• To identify and practice skills for resisting unwanted pressure from peers.</li> </ul>	<u>AWSLCP</u> <ul style="list-style-type: none"> <li>• 'T.A.S.K'</li> <li>• 'It's your choice'</li> <li>• 'So! What's the problem?'</li> </ul>
		What if..	<ul style="list-style-type: none"> <li>• To know what is a safe course of action to take if they discovered another pupil or friend using drugs.</li> <li>• To be aware of the help available for such situations</li> <li>• To know what to do if someone was found semi-unconscious or unconscious.</li> </ul>	<u>Jigsaw Y5</u> 1. Smoking  <u>Jigsaw Y6</u> 2. Drugs

5 and 6	D R U G S	What do you know about drugs?	<ul style="list-style-type: none"> <li>To know the dangerous effects of some of the most commonly used illegal drugs (i.e. cannabis, amphetamine, ecstasy, poppers, magic mushrooms, LSD, heroin and cocaine)</li> <li>To know the difference between prescribed drugs, over the counter medicines and illegal drugs.</li> </ul>	<u>AWSLCP</u> <ul style="list-style-type: none"> <li>'T.A.S.K'</li> <li>'It's your choice'</li> <li>'So! What's the problem?'</li> </ul>
		Illegal drugs and the law	<ul style="list-style-type: none"> <li>To know the differences between medicines and legal and illegal drugs.</li> <li>To understand that the police have a responsibility to enforce the law on our behalf.</li> <li>To understand that people who get involved with illegal drugs can be arrested by the police and sent to prison.</li> </ul>	
		Illegal and legal drugs and the risks	<ul style="list-style-type: none"> <li>To understand different attitudes towards taking of illegal and legal drugs (i.e. tobacco / vapes).</li> <li>To learn about the health risks involved in illegal and legal drugs (i.e. tobacco / vapes)</li> <li>Reinforce skills on how to deal with situations</li> </ul>	

### 5.1 Delivery

At Barker's Lane Community School, pupils will learn about Substance Misuse Education using approaches that provide:

- Consistent accurate information presented simply and clearly
- Informative and accessible reading material
- Access to peers and credible adult experts, in addition to teachers / youth workers / Police Liaison Officer
- Stimulating and enjoyable tasks
- Appropriate challenges in an atmosphere, where they feel secure enough to play a full and active part.

### 5.2 Use of outside Speakers

Where people from external agencies are invited into the school they are 'visitors' and will be seen as contributing to the school's agreed programme and not replacing it. Visitors delivering Substance Misuse Education will be involved in the planning of the full programme and contribute their specific expertise where required e.g Police School Liaison Officer, Youth Worker, Healthy Schools.



## 6. Training

SLT will ensure that there is adequate training and resources for all staff involved in the delivery of the aims and objectives of the Substance Misuse Policy

## 7. Media Contact

Staff at Barker's Lane Community School will not report incidents and/or issues concerning Substance Misuse to the local press and media generally. The Head teacher, in consultation with the LA and Governors will deal personally with all media matters. All media enquiries will be referred to the Wrexham Council Press Office.

## 8. Procedures for dealing with an incident. (appendix 1 and 2)

Staff who become aware of difficulties and/or incidents involving pupils and drugs will inform the head teacher (or Deputy in her absence). The response will depend on the type and degree of risk, with some situations requiring immediate action.

**Immediate action is needed when there is a clear risk to safety, for example:**

Example	Action
<i>An adult collecting a child or young person appears to be under the influence of drink or drugs</i>	Apply locally agreed children and young people safeguarding procedures, involve the police if adult is aggressive
<i>A child or young person/adult appears ill or unsafe as a result of substance misuse</i>	Obtain medical advice, note relevant facts and inform parent/carer
<i>Substances are being supplied on, or near premises</i>	Contact police
<i>There is ready access to controlled drugs</i>	Contact police
<i>The premises has potentially hazardous substance misuse related litter e.g. needles, syringes</i>	Arrange safe removal according to Health and Safety Policy
<i>A child/young person discloses that they are misusing drugs or their parent or other family members are misusing drugs</i>	Contact social services or specialist substance misuse service for advice on how to respond.

**Less immediate action e.g. observation, interview, consultation with other agencies, continued monitoring, may be appropriate when there are:**

- Generalised allegations or concerns about a particular pupil or family
- Refuted/inconsistent disclosures
- Concerns but no evidence of substance misuse or related harmful or criminal conduct (such as supply of drugs or other harmful substances)
- Concerns but no evidence of immediate risk to safety.

**Actions requiring referral to other organisations include:**

- Investigation of criminal activity, including searching persons or personal property

- Apart from immediate first aid, any health or medical emergency which should be attended by appropriate medical personnel
- Assessment and providing support and services to vulnerable or troubled children and families are matters for social services
- Counselling and drug treatment programmes require trained staff, normally accessible through social services, health or specialist substance misuse services.

## **9. Contact with Parents**

There will be a reasonable attempt to contact parents to inform them that a search will take place. Parents will be informed of any drug related incident unless:

- There are child protection concerns
- It would interfere with a school investigation
- It would interfere with a police investigation
- It could result in greater harm to the child for another reason.

## **10. Contact with Police**

There are three main levels of response that the Police can provide when responding to incidents of substance misuse:

1. Collection and administration of any suspected substances
2. Partnership investigation;
3. Formal police investigation.

For ALL substance misuse incidents, the school will involve the School Community Police Officer and not the emergency police. If they are not available and if the situation is an emergency, then a 999 call may be necessary for a quicker response.

## **11. Procedure for Dealing with a Pupil after an Incident**

Staff who become aware of difficulties and/or incidents involving pupils and substances will inform the head teacher.

The response will depend on the type and degree of risk, with some situations requiring immediate action and others requiring time for assessment of information, seeking advice and the involvement of other agencies. In all cases the safety and security of pupils is a priority.

If a pupil is at risk because of impaired mental state, parents should be contacted and required to take control of their child. Failing that, any emergency contact will be asked to assist. Alternatively social services and police can be called for advice.

### **11.1 Supporting pupils after an incident**

The school should have procedures in place to protect the welfare of any pupil after a substance misuse incident. They may require support in the period following a substance misuse incident or disclosure of illegal substance misuse, as they may feel extremely vulnerable at this time. Monitoring and support should be based on a behavioural contract

agreed by the pupil and his or her parents/cares. Some pupils will be attending school and also having additional specialist support or treatment provided by outside agencies. In these cases the school will need to liaise closely with social services and/or other service providers and agencies involved. The range of responses applied by the school for substances misuse incidents should be consistent with responses for other reasons.

The range of responses may include:

- Pupil assistance programmes
- School based counselling
- Behaviour contracts
- Restorative approaches
- Fixed term exclusion
- Permanent exclusion.

### **11.2 Recording of Incidences**

At Barker's Lane Community School the system for recording an incident will include accurate factual records of all Substance Misuse and related incidents using:

- Incident Record Form (*appendix3*)
- Interview Record Form (*appendix 4*)

The record of the incident and interview will be signed and dated by the responsible member of staff / Police, including at least one witness.

### **11.3 Out of School Procedures**

The school has no role in dealing with drug incidents outside school hours and premises other than:

- On school trips and visits, when the same rules and procedures will be applied as far as is reasonable and practicable
- By passing information onto relevant agencies when the safety or well being of a pupil is threatened
- To assist police in preventing the use of land surrounding the school for drug trading.

## **12. Safeguarding and Confidentiality**

Teachers will not promise confidentiality. The boundaries of confidentiality will be made clear to pupils. It may be necessary to invoke local Child Protection Procedures if a pupil's safety or welfare (or that of another pupil) is under threat. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, it will be discussed with a senior member of staff.

Confidentiality may be broken against the wishes of the person confiding the information when necessary:

- where there is a children and young people safeguarding issue
- where the life of a person is at risk or there is risk of serious harm to others
- when criminal offences are disclosed.

Every effort will be made to secure the pupils agreement to the way in which the school intends to use any sensitive information.

### **13. Procedure for Dealing with Incidents Involving Staff**

Substance Misuse related incidents involving staff is subject to the 'Disciplinary Procedures for School Staff.'

#### **13.1 Procedure for Dealing with Adults (not staff)**

Barker's Lane Community School will not release pupils into the care of other adults where there is a possibility of harm to that pupil. Where there is evidence that parents or carers arriving at school to collect pupils are under the influence of drugs or alcohol, Social Services or Police will be contacted in line with the Child Protection and Safeguarding Policy.

Where a parent or visitor is / or appears to be under the influence of a substance on the school premises, they will be asked to leave immediately. The parent /visitors safety will be ensured, with supervision if necessary. Where illegal substances are involved, Police will be informed.

### **14. Procedure for discovery of substances or substance related paraphernalia on school grounds**

Where a suspected substance is found or recovered within the confines of a school, the Police School Crime Beat Policy recommends the following:

- The head teacher will be informed
- If someone is in possible danger or is likely to be at risk of harm - ring 999
- Contact the School Police Liaison Officer for disposal and advice re - future action
- If the School Police Liaison Officer is not available – the local police station should be contacted. Explain the situation and ask for an incident number
- Ensure that the seizure is witnessed in corroboration with another member of staff
- Store it in a suitable location pending police arrival
- An Incident report form will be completed, with witness signatures
- Staff should not attempt to analyse or taste any unidentified substance
- Education with pupils.

If needles, syringes or substance related paraphernalia are found on our school premises:

- The head teacher will be informed
- The paraphernalia will be placed in a sharps box, using gloves and tweezers
- Environmental Services will be contacted to empty the box
- Inform the School Police Liaison Officer
- Incident report form will be completed
- Education with pupils.

### **15. Equality**

As an employer and provider of services, Barker's Lane Community School will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

## **16. Implementation**

The Head teacher and Governing Body have ultimate responsibility for the implementation of the Substance Misuse Policy and management of incidents or disciplinary procedures

At Barker's Lane Community School, the member of staff with responsibility for Substance Misuse is Mrs Harrison-Edwards (Headteacher).

The school Governors will review this policy in line with the review policy timetable. Governors may also be involved in disciplinary proceedings as and when required.

The Governing Body will nominate one governor to take specific responsibility for Substance Misuse. At Barker's Lane the governor responsible is Mrs V Griffiths.

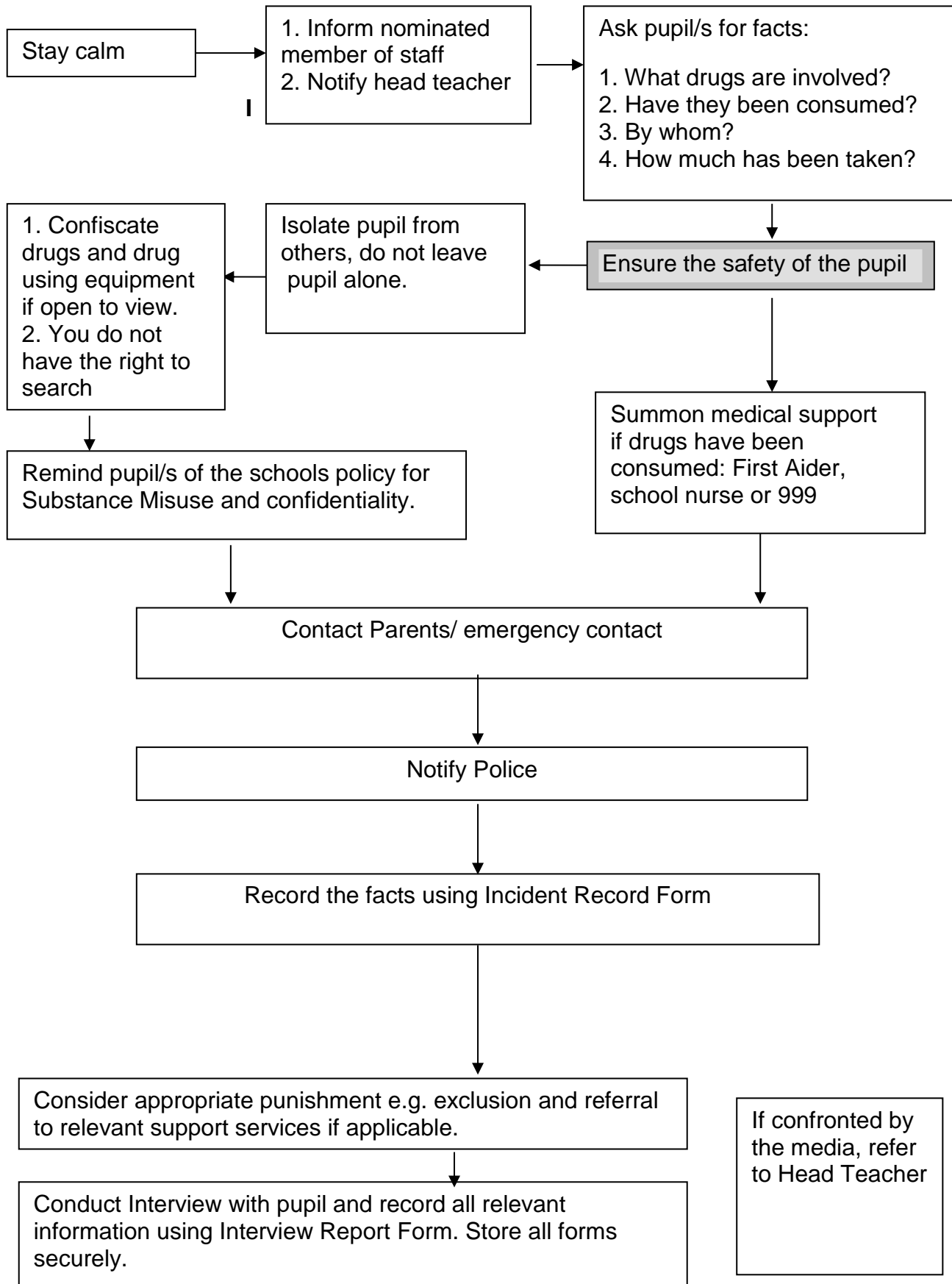
## **17. Monitoring and Evaluation**

- Opportunities will be provided which will enable pupils to participate and evaluate what they have learnt according to their age, needs and ability
- Parents will be invited to feedback their ideas for improvements on a regular basis both verbally and through questionnaires
- School Council (if applicable)
- Progress will be monitored at regular intervals by SLT and governors: specific issues will be discussed at staff meetings as appropriate.

This policy will be reviewed in accordance with the School Development Plan.

(Appendix 1)

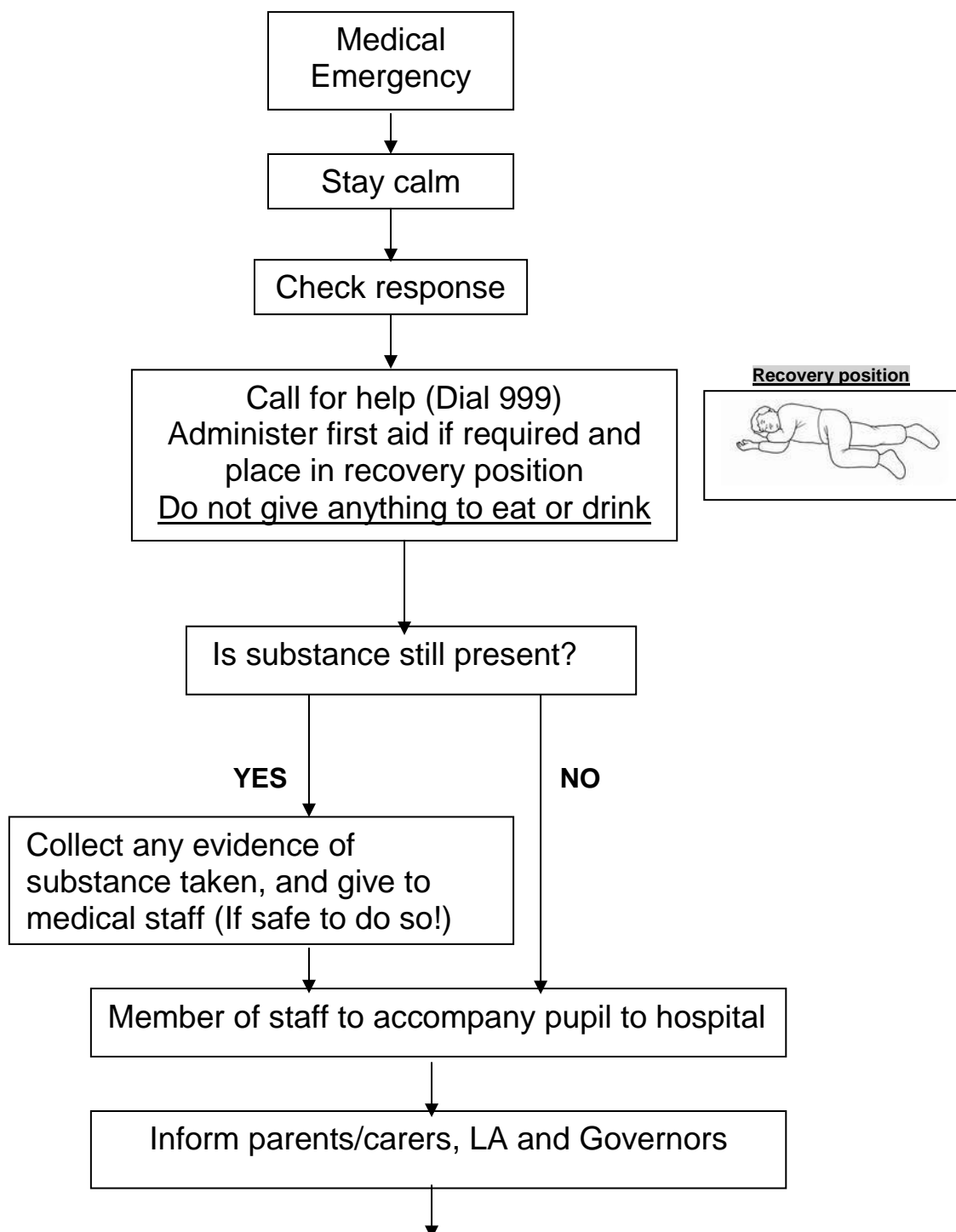
## Procedure for managing a substance related incident involving Pupils



## Suggested response procedure: Medical Emergencies

This procedure covers both legal substances and illegal substances

If someone has lost consciousness or gone into a coma after using substances, first aid must take precedence over any other actions. Acute intoxication, unconsciousness and semi-unconsciousness should all be regarded as **Medical Emergencies**. If in doubt, always treat as a medical emergency.





**Incident Record Form**

School: .....

Date & time of incident:	Date & time reported:	Reported by:

Pupils involved:	Dates of birth:	Home contact no	Parent/guardian
-	-	-	-
-	-	-	-
-	-	-	-

**Description of incident:**

Immediate Action taken:	By whom:	Date & time of action

**Interview Record Form**

School: .....

Date & time of interview:	Interviewed by:	Others Present:

Pupil involved:	Date of birth:	Home contact No	Parent/guardian

Home Address:

Summary of incident and action already taken:

Action to be taken:	By whom:	Date & time: