



**Kings Langley School**

Unlocking Potential for Life

# Drugs Policy

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## **RATIONALE:**

This school defines the term "drug" as any substance which affects the way in which the body functions physically, emotionally or mentally and includes tobacco, alcohol, solvents, over-the-counter, prescribed medicines as well as illicit substances and legal highs. It is recognised that a variety of substances, both legal and illegal, are available to young people of school age in society beyond Kings Langley School. Consequently, a pro-active approach is taken in addressing this problem. The dangers of substance use and misuse are drawn to our students' attention through the curriculum, particularly in the PSHE programme and through the school's pastoral system. We believe that the purpose of drug education should be to give pupils 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.

This policy will apply on the school premises and beyond, wherever pupils are within the care of school staff. This includes school trips and educational visits.

This policy exists to provide a framework for supporting our stated aim of "ensuring the happiness of every individual in our community", to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

This policy will also apply to parents/carers and other visitors to the school.

This policy links to other school policies on PSHE, Child Protection, Behaviour Management, and Health and Safety and Equality.

## **Character Development: Commitment to Equality and Diversity**

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas – and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an inclusive school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender



or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment

- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision

## VALUES AND AIMS

The aim of all those responsible for the welfare of our students is to maintain Kings Langley School as a school free from drug abuse. If students have any suspicion that someone is in possession of drugs or that they are present on, or in the periphery of, the school site, they are strongly encouraged to give this information immediately, in total confidence, to a member of staff. The Headteacher and the Senior Leadership Team (SLT) will be informed as soon as possible and the matter will then be investigated promptly. In all proven instances parents will be contacted.

Fundamental to our school's values and practice is the principle of sharing the responsibility for drugs education with parents and carers.

Set in the broader context of a programme for Personal, Social, Health, Careers & Enterprise Education and Science, our drug education reflects whole school aims to provide a caring community in which all young people can learn to respect themselves and others and take responsibility for their own action, emphasising that being healthy is essential if young people are to get the best out of life and fulfil their potential.

Through the curriculum we aim:

- To enable young people to make healthy, informed choices through helping them to increase their knowledge, challenging and exploring attitudes and developing and practising skills
- To increase understanding about the implications and possible consequences of drug use and misuse
- To help young people to distinguish between different substances, consider their use, misuse, benefit and harm
- To listen to young people's thoughts, feelings and concerns and to ensure that drug education responds to their needs
- To counter any inaccurate messages and myths which young people may receive about drugs, with accurate information



- To encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs)
- To widen understanding about related health, social and legal issues
- To enable pupils to identify where help and support can be found
- To develop as a Health Promoting School

**We will achieve this by:**

- A co-ordinated, integrated and consistent approach to the curriculum and to possible drug related incidents
- An appropriate teaching programme which responds to pupils' needs and pupil voice
- Clearly defined learning outcomes for lessons and other inputs
- Reinforcement of key messages at different ages and stages and in different situations
- Content and teaching approaches, which match the needs and maturities of all pupils, including those with special educational needs and English as an additional language.
- Involvement of the whole community, including staff, governors, parents/carers, pupils and visitors
- Training and support for staff in the planning and implementation of drug education.
- Recognising that adults are role models for pupils and committing ourselves to a smoke-free environment; working in partnership with parents and carers and finding ways to avoid the need for over-the-counter drugs, such as finding a quiet room or corner for headache sufferers
- Taking into account students with Specific Learning Needs
- Using strategies to increase access to drug education, such as theatre projects, ICT, school visits and specialist equipment
- Community cohesion

**Drug Education opportunities include:**

- Through planned elements of National Curriculum subjects, including Science, RE & PSHE
- Form Tutor/Pastoral time
- Assemblies
- Through occasional planned visits from the school nurse, police officer, "Druglink" or other appropriate people
- Through informal curricular / extra curricular activities



## **CONFIDENTIALITY**

Some students may choose to mention instances of drug use in class or to individual members of the school community. While staff will want to be supportive, they need to follow our Child Protection guidelines and clearly state that they may not be able to guarantee confidentiality.

### **Response to possible drug related incidents**

A student would be committing an offence if he/she were in unlawful possession of a controlled substance or supplying such a substance on the school site or whilst involved in any school activity (including school trips, visits and expeditions). In all instances the police would be informed. If there was conclusive evidence that a student had committed such an offence, then the Headteacher would take appropriate action (see Behaviour Policy); this would, in almost all instances, be the permanent exclusion of the student from the School.

It is considered an offence at Kings Langley School for students to be in possession of alcohol, tobacco, vapes, solvents or legal highs or to be under the influence of one or more of them whilst on the premises, or on school trips, visits and expeditions.

Any student who brings alcohol on to the school premises will be removed from lessons and parents will be contacted. This may result in a period of suspension from school.

Any student found to be in possession with intent to supply controlled substances runs the risk of permanent exclusion from the school.

The school has a legal responsibility, which it will not hesitate to implement, to take appropriate action where drugs are concerned.

These include:

- all illegal drugs for example cannabis, ecstasy, LSD, heroin
- all legal drugs for example alcohol, tobacco, vapes, volatile substances (those giving off a gas or vapour which can be inhaled) caffeine, khat and alkyl nitrites (known as poppers)
- all over-the-counter and prescription medicines for example paracetamol, cough medicines
- Ritalin and similar medication is kept under lock and key in medical room



## **GUIDANCE FOR STAFF**

### **Signs and symptoms of possible drug misuse**

It is important for staff 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 or family member.

The signs listed below may indicate that individuals (Table1) or groups (Table 2) of young people are misusing drugs. Their presence alone is not conclusive proof of drug misuse; many of them are a normal part of adolescence, but the presence of several signs together may indicate a need for concern.

#### **Table 1 - Warning Signs in individuals**

- Changes in attendance, and being unwilling to take part in school activities
- Change in attitude towards 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 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 perfume etc. to disguise smell of drugs
- Wearing sunglasses at inappropriate times to hide dilated or constricted pupils
- Slurred speech
- Glazed eyes
- Unsteady on feet

#### **Table 2 - Warning signs in groups**

- Regular absence on certain days
- Keeping away from other students and avoiding supervised areas, e.g. groups who often gather near the school gate or at the perimeter of the playground or sports field
- Being the subject of rumours about drug taking
- Talking to strangers near the premises
- Stealing in organised groups
- Using drug takers' slang
- Exchanging money or objects in the playground
- Associating sporadically 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 paper
- Straws
- Sugar lumps
- Syringes and needles
- Cigarette papers and lighters/Rizla packets with torn off corners
- Spent matches
- Plastic bags or used butane gas containers (solvent abuse)
- Shredded cigarettes, home rolled cigarettes and pipes (cannabis)

### **Procedures if substance misuse is discovered on the school premises**

If staff discover substances which are suspected to be drugs, the following procedure should be followed:

- a) Summon assistance from a senior member of staff, who will, in the presence of a witness, remove the substance in a bag (available from the medical room) from the place where it was discovered. Medical help should also be sought if necessary. NB vomit may help diagnose treatment
- b) If this is not possible, do not leave the substance unattended or in the possession of a student while you enlist the support of a colleague or a student as a witness. If this cannot be done, accompany the student (or students) with the substance to the school office
- c) Record the time, place and circumstances in which the substance came into your possession
- d) Do not investigate (e.g. taste/lick/sniff) the nature of the substance yourself, but record its approximate size and appearance
- e) Where possible, have the recordings countersigned by a witness
- f) Hand 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
- g) The Headteacher will place the substance in a clear sealing bag and lock it in a safe. He will sign and date the package and you will be asked to sign as well as any witness who was present. The substance will be passed to the Police to be tested, in no longer than 24 hours, or technically you are in possession





- h) The Headteacher will contact the parent(s) of the student(s) involved
- i) If any substance found on/with a student is thought to be a controlled drug, the police will be contacted to determine an appropriate strategy
- j) Where drugs are handed on to another authority, including the police, this should also be witnessed

We have a range of professional colleagues who can give/obtain advice, support and information in drug or alcohol related situations.

These include:

- The school's Education Welfare Officer
- The county PSHE Advisor
- The county Drug Education Consultant
- The Hertfordshire Healthy Schools Co-ordinator
- The school nurse
- A Connexions Personal Adviser
- The local police Youth Crime Reduction Officer (YCRO) / Police Community Support Officer (PCSO)
- Representatives of the local Youth Offending Team (YOT), whose role include supporting young people at risk of offending
- Local Drug and Alcohol agencies and counselling services
- The FRANK campaign at 0800 77 66 00 or [talktofrank.com](http://talktofrank.com)
- The NHS Drug Addiction Website <https://www.nhs.uk/live-well/addiction-support/drug-addiction-getting-help/>
- The Chairperson of the Herts. Drug Education Forum (DEF)

These colleagues can provide guidance and information, and may be able to help with a needs assessment to support us in developing an appropriate response.