



# Sacred Heart School

Service Before Self

**Mission Statement:**

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

**Aims:**

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals

**Pastoral / PSHE**

## Alcohol and Drugs Education Policy

### AIMS

An effective drug education programme should aim to provide young people with the opportunity to achieve or acquire:

- A sense of self worth and good self-esteem and respect for our bodies
- More confidence and competence in personal relationships
- Positive attitudes towards personal health
- Knowledge about drugs, both legal and illegal and the risks associated with them
- An understanding of factors that lead to drug use and misuse
- Skills which will empower them to take responsibility for their own health and safety
- Skills to avoid pressure and an ability to make informed decisions about whether to use drugs
- Knowledge of sources of appropriate personal support
- An understanding of the role of drugs in society & related issues such as Sexuality, Crime, HIV, Aids
- An ability to understand, express and communicate their feelings

### The School's Response to Drugs Related Incidents

Cases involving substance misuse or supply on the premises are considered to be very serious infringements of school regulations.

In all such cases the Head will discuss the matter with the Trustees.

Permanent exclusion may be considered as an appropriate response though the school will seek to balance the interests of the pupil(s) involved, the other school members and the local community. Unless there are exceptional circumstances parents will be informed in any case where their child is involved in an incident of substance misuse.

Pupils will be made aware that the use of illegal drugs on the premises will lead to an immediate suspension and could lead to permanent exclusion.

Pupils involved in serious drugs related incidents may, following a period of suspension, be readmitted to the school subject to the following provisos:

- that they undertake a period of community service within the school
- that they attend a series of counselling sessions with an appropriate person, who may be a member of school staff or may be from another competent authority.
- that they are referred to the Matthew Project

Although each incident will be considered individually, and it is recognised that a variety of responses will be required to deal with different incidents, there are certain minimum requirements related to specific situations which may occur.

## Response to Specific Incidents

- No pupil may smoke on school premises, on journeys to and from school or on school visits, etc. If a pupil is known to be smoking, this should be reported to the Head who will inform the parents and place a note on the pupil's record.

In each of the following cases the incident is to be reported in the first instance to the Head who will take the required action.

- If any pupil is found drinking on school premises, the parents will be informed immediately and may be requested to remove the pupil.
- Alcohol, cigarettes or tobacco found on school premises will be confiscated. The parents will be informed.
- If any pupil is found intoxicated through solvent abuse, urgent medical attention should be given (via Doctor's Surgery and/or the hospital) and the solvent will be confiscated. A 'Record of Drug Related Situations' sheet should be filled in – see Appendix 2.
- Controlled drugs found on school premises will be confiscated and held pending advice from the Police, Matthew Project etc.
- A member of staff, having good reason for believing that a pupil may be in possession of an illegal substance, may ask that pupil to empty his/her pockets or bag. If the pupil refuses the matter should immediately be referred to a senior member of staff who will repeat the request. In the event of another refusal, the parents should be contacted to obtain their permission. As a last resort, and when there is good reason for pursuing this course of action the police may be called.
- If any pupil or any other person is found supplying or offering to supply a controlled drug the Headteacher must be informed immediately. She will inform the police, the Trustees and the parents.
- Any equipment involved in drug misuse found on school premises will be disposed of according to the guidelines. Needles and syringes, which present a considerable health hazard, must be handled with extreme care and stored in a suitable container until collected and disposed of by the Norfolk Police Drugs Squad.

## Dissemination of this policy: Pupils are made aware of the Schools Policy.

### Parents

Are made aware of the existence of the School's Policy, in the Parents' Handbook.  
The full policy is available to view in the Office at any time.

### Staff

The Policy will be considered separately by Upper and Lower School Staff and will be held by each member of Staff in their Policy Documentation.

### DRUGS EDUCATION IS NOT:

- A one-off lesson or conference
- An isolated topic
- A reaction to a crisis
- Only a video
- A one-off talk from a visiting expert
- A shock-horror approach
- Facts alone
- An assembly or address to a year group

### CROSS CURRICULAR APPROACH

- Drug education is part of the Science / PHSEE programme and should be read in conjunction with the Health & Safety Policy and the Disciplinary Policy.
- Drug education should form part of a broad personal, social and health education programme and not be isolated from the rest of the curriculum and be
- Integrated into existing topics
- Part of PHSEE programme
- included in counselling and guidance
- part of extra curricular activities
- included in family /community links/school ethos

### DEALING WITH DRUG RELATED INCIDENTS

The school recognises that it has a duty to inform and educate young people on the consequences of drug use and misuse and will take a proactive stance on the matter believing that such Health Education is a vital element of the Personal and Social Education of every pupil.

Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents by keeping them informed of any significant, **known** involvement by a pupil with illegal substances. Co-operation and communication between parents, students and school is essential for the effective implementation of this policy.

Whilst it is noted that the number of young people who misuse substances appears to be rising, it is important to recognise that the majority of young people chose not to do so. We need to continue to support the differing needs of young people on this issue.

### **The Roles of the Head Teacher and Trustees**

The Head takes overall responsibility for the policy and its implementation, for liaison with Trustees, parents, LEA and appropriate outside agencies. The Head will ensure that all staff dealing with substance abuse issues are adequately trained and supported.

### **The Role of School Staff**

Staff in whom pupils confide need to consider their responsibilities carefully. They may need to warn pupils that certain information can not be kept secret by a teacher (e.g. details of a pupil who may be supplying drugs to other pupils). However staff will want to be sensitive to the needs of individuals to speak and gain advice from adults they trust. In so doing students may confess to *some* drugs involvement. This may require referral to the Head depending on the seriousness of the involvement and its location. In all cases where drug misuse is known to have occurred on the school premises, outside the school-gates, or on a school journey, school visits, field trips etc. The facts must be reported to the Head. Detailed procedures are set out below.

See- Situations involving drugs without medical authority.

### **The Role of the School:**

In instances involving substance misuse or supply on the premises, and following discussion between staff members who know the pupil well:

- Parents will be informed at the earliest opportunity by the Head Teacher. The school and the parents can then work together to support the young person involved
- If a young person admits to a member of staff, using or supplying substances off the premises, the teacher will inform the Headteacher.
- 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. It seeks to balance the interests of pupils involved, the other school members and the local community. Any incident of dealing / supplying would lead to suspension. Permanent exclusion is seen as a last resort as it may only transfer the problem.
- **See DfE ACPO and drug advice Kept in Alcohol Abuse and Substance folder in the Office**

### **The Role of Outside Agencies:**

The School actively co-operates with agencies such as the Matthew Project (Years 7, 8, 9, 10 & 11), Community Police, NHS – School Nurse, Social Services, the LEA - Barry Gibson, Drug Advisor for Norfolk (who reviewed our policy) and Health Promotion Norwich and to deliver its commitment to Drugs Education and to deal with incidents of substance use and misuse.

Various strategies can be devised by the school working with other agencies. These could include:

- ensuring drug education is an integral part of the health education curriculum
- providing support and counselling for individuals within school
- action by other agencies, such as police
- ongoing monitoring of internal situation at specific time or places
- in depth investigation to ascertain extent of drug use in the school community
- suspension and / or permanent exclusion of pupil - as a last resort (and in extreme cases)
- review school policy in the light of incident
- identifying any staff training required

Any action plan drawn up would therefore be seen as a co-ordinated response that balanced the needs of the individual pupils concerned and the best interests of the school

### **Monitoring and Review:**

Prepared by TB/MM 1997: Last review January 2013: March 2015 Next review scheduled spring 2017

## Drugs Education Programme

### RESOURCES

Your Life Books 1 2 & 3

Your Relationships, your life & your future – Years 10 & 11

Starting Science Book 3

### Appendix 3

#### HANDLING THE MEDIA

##### Liaison with the Media

Responsibility for liaison with the media will rest with the Head and Deputy Heads. Individual governors, if they are approached, might be well advised to refer the press to the Chairman or Vice-Chairman. The County Press Office and the Legal Department (Mr Gillespie) may be helpful in providing guidance to ensure that the reporting of incidents remains in the best interests of the young people, their families, and the school. The Area Manager will be consulted and may be a helpful point of reference.

The subject of drugs is emotive and will generate interest from all media outlets, particularly when children are involved. It is important to plan ahead and have in place a strategy for dealing with this type of incident. This should identify who is to be consulted, and who is going to respond on behalf of the school. When an incident has occurred, it is good practice to be prepared with a written statement which all staff should be aware of and have reference to in any response.

#### Preparation of Press Release

When drawing up the statement, the Headteacher bear in mind the following points.

- Keep it short and cover only key facts.
- Restrict comments to school time incidents, not those occurring outside school hours.
- Include positive, reassuring statements.
- State the incident has been dealt with and managed effectively.
- Be aware of matters that could be subjudiced.
- Conclude that the situation has been satisfactorily resolved in co-operation with parents and any other statutory bodies involved.

#### Don't

- Unnecessarily hinder or obstruct - it achieves nothing.
- Give any information unless certain it is correct.
- Be distracted from the prepared statement.
- Be rushed into making a reply / statement.

Remember, it is important to protect the interests of the pupils and school from adverse media coverage. This is very much a damage limitation exercise. If the School doesn't respond to the media, someone else will!

Remember, it is important to protect the interests of the pupils and school from adverse media coverage. This is very much a damage limitation exercise. If the School doesn't respond to the media, someone else will!

## WARNING SIGNS OF POSSIBLE DRUG USE

Some signs of drug use are easily confused with the signs of other problems or sometimes quite innocent behaviour. It is, therefore, vital not to jump to conclusions and apply labels which might not fit. Nevertheless, where such signs do occur, particularly where several occur together there may well be the need for further investigation, with drug use in mind.

- Excessive spending or borrowing of money.
- Unexplained loss of money or belongings from the home.
- Stealing money or goods and being involved in other petty crimes and/or vandalism
- Reports from parents/carers that more time is being spent away from home.
- Changes in attendance pattern and decline in willingness to participate in school activities.
- Loss of interest in hobbies, sports or friends.
- Sudden change in friendship groups. Decline in performance at school.
- Unusual outbreaks of temper, uncharacteristic irritability or aggression.
- Sudden changes of mood, e.g. from happy and alert to sullen and moody.
- Disregard of physical appearance.
- Lack of appetite or increase in consumption of sweet foods.
- Heavy use of aftershave or perfume to disguise the smell of drugs or solvents.
- Wearing sunglasses at inappropriate times to hide dilated or restricted pupils.
- Bouts of drowsiness or sleeplessness or slurred speech.
- Increased incidence of telling lies or furtive behaviour.
- Unusual smell, stains or marks on the body or clothes or around the house.
- A marked interest in glue, nail varnish or other solvent-based products.
- Unusual soreness or redness around the mouth, nose or eyes.
- Persistent irritable cough.
- Making or receiving a lot of furtive phone calls. rushing off to 'meet somebody' at short notice.

#### **IN GROUPS.**

- Small groups gathering in secretive places
- Appearing tipsy, giggling and seeming unsteady on their feet.
- Pooling money and/or petty stealing.
- Behaving aggressively
- A small group sharing a secret with a great deal of giggling immediately following a break from fully supervised activity.
- Absence on particular days.
- Maintaining distance from other pupils / students away from supervision points.
- Being the subject of rumours of drug use.
- Talking to strangers on or near the premises.
- Use of drug-users' slang.
- Associating briefly with one person who is much older and/or not usually part of the peer group.

#### **OBJECTS WHICH MAY INDICATE DRUG USE**

- Foil containers or cup shapes made from silver foil, perhaps discoloured by heat.
- Metal tins, small bottles or pill boxes.
- Heat-discoloured spoons or tweezers.
- Twists of paper.
- Straws or other tubes (amphetamine sulphate, cocaine or heroin sniffing).
- Syringes or needles (for injecting heroin, cocaine, amphetamine sulphate or others).
- Solvent containers such as butane gas, lighter fuel, Tippex and thinner.
- Equipment for making hand-rolled cigarettes, filters of rolled up card (cannabis).
- Paper approximately 2 inches square folded to form an envelope heroin, amphetamine sulphate, cocaine).
- Small patterned squares of blotting/absorbent paper (LSD) often with cartoon characters or symbol.
- Aromatic smell (cannabis) or 'smelly socks' (amyl nitrite).
- Cling film for wrapping drugs (particularly cannabis).
- Bottles with bottoms missing, blackened knives, (hot-knifing cannabis).
- Smoking pipes.

## **DRUG EDUCATION AT KEY STAGES 1 - 4**

### **KEY STAGE 1**

The following pages present a suggested sequence for the teaching of drug education at Key Stages 1 to 4, based on National Curriculum Science, Guidance 5, and Health for Life and Skills for the Primary Schools Child (Key Stage 1 & 2).

At all Key Stages teachers will need to build on and develop children's previous experience and learning. Teachers at KS1 should recognise that young children begin school with information / knowledge acquired from home and the media.

#### **KNOWLEDGE AND INFORMATION**

- Know that all medicines are drugs but not all drugs are medicines.
- Understand about the role of drugs in medicines, pills, injections, why they are given and by whom.
- Be aware that some people need drugs to lead a normal life or to get well.
- Understand that there are some drugs that can prevent the development of diseases, for example, immunisation.
- Know about what goes onto and into the body and what happens to things once they are inside.
- Know that cigarettes and alcohol have drugs in them and can be harmful to health.

#### **SAFETY**

- Recognise the dangers of different substances in home, school and wide environment.
- Know about medicines, drugs and other dangerous things that may not be safe to touch, taste or sniff.
- Be aware that there are everyday things such as household substances, solvents which can be harmful if not used correctly.
- Know and understand simple safety rules about medicines, tablets, solvents and household substances.
- Know when and how to say "No", "I'll ask", "It's OK", "Stop".
- Know when to ask for help and who can be trusted and confided in.
- Begin to understand the concept of risk-taking and making informed choices.

#### **RELATIONSHIPS AND FEELINGS**

- Develop a feeling of self-worth (self-esteem) and a positive attitude towards the body and keeping healthy - 'my special body'.
- Explore feelings about moods and how feelings contribute to health and well being.
- Develop a vocabulary to be able to describe and talk about feelings.
- Explore feelings towards special people, love, anger, and jealousy.
- Develop strategies for coping with strong feelings and aggression.

#### **SKILLS AND ATTITUDES**

- Learn to co-operate with others in work and play, and recognise what helps people get on with each other.
- Begin to develop skills of negotiation and communication.
- Develop self-esteem and self-assertiveness to help deal with pressure to touch, taste or sniff strange substances, and other difficult situations.
- Develop strategies for coping with difficult situations, these could be; threatening behaviour, conflict, making mistakes, broken relationships.

## KEY STAGE 2

### KNOWLEDGE AND INFORMATION

- Know about 'over the counter' drugs such as aspirin and 'everyday' drugs such as tobacco, alcohol tea, coffee, their effects and the risks involved.
- Know about some illegal substances and have an understanding of their effects.
- Be aware of the important and beneficial role of drugs in society and understand that some people need drugs to live a normal life and to recover from or avoid illness
- Understand how the brain and other Systems work together and affect how people feel and behave.
- Know what can and does go into the body and how the body systems cope with dangerous substances.
- Be able to categorise what goes into the body as essential/non-essential.
- Know where and how medicinal drugs are prescribed, bought, sold and used; and who controls them.
- Understand what addiction means.

### SAFETY

- Understand that some people try to persuade others to take drugs and learn to recognise persuaders by what they say and do.
- Be wary of those who use drugs carelessly or abuse them.
- Know about places at home and at school where medicines are kept safely and not so safely and recognise the dangers to very young children.
- Be aware of substance-related hazards in the environment, both to self and others; solvents, aerosols, discarded tablets or syringes, are a few examples.
- Know what to say, what to do and who to ask for help.
- Understand about taking risks and the need to make informed decisions.
- Take increasing responsibility for own safety.

### RELATIONSHIPS AND FEELINGS

- Recognise and talk about moods and feelings and be aware of other people's.
- Develop strategies for coping with strong feelings and difficult situations; pressure, conflict, bullying, broken relationships, loss.
- Understand what makes an individual feel good, better and more confident.
- Understand that some people use drugs, especially tobacco and alcohol, to appear and feel grown up.
- Recognise that some 'role models' may use drugs and consider feelings about them; be aware of being a 'role model' to younger children.

### SKILLS AND ATTITUDES

- Know how to make choices and exercise some basic techniques for resisting pressure from friends and others.
- Develop social skills to form and maintain relationships and understand the effect drugs can have on relationships.
- Develop communication and negotiation skills and practise saying, "No, I won't." "I won't take that risk", "I'll ask," and be aware how difficult this can be.
- Develop skill of assertiveness and be able to communicate own feelings.
- Develop and maintain good self esteem, self confidence and a positive attitude towards health.

## KEY STAGE 3

### KNOWLEDGE AND INFORMATION

- Know about a variety of different types of drugs and the effects they have on the body: prescribed, over-the-counter, in the home and illegal drugs.
- Be aware of how body systems respond to a full range of drugs, including how the body's natural defences can be enhanced by immunisation and medicine, and how drugs can impede these defences.
- Know where and how medicinal drugs are made, tested, who controls them and how new ones are invented.
- Know about the law relating to drug use, both legal and illegal.
- Understand the range of reasons that can lead people to use drugs, and how harmful, habit-forming and widely used they can be.
- Be aware of myths, misconceptions and stereotypes linked with drug use.
- Know about the risks to drug users from HIV through shared needles, and how the virus affects the body.
- Be aware of the effect drugs can have on the developing foetus.

### SAFETY

- Be aware of the effect on people and the environment of discarded substances.
- Take responsibility for own safety and that of others.
- Know about the effects of passive smoking, drink-driving and HJV.
- Understand about risk-taking and the need to make informed decisions about drug use.
- Be aware of places and situations that might lead to pressure to use drugs.
- Know what to say, what to do and whom to ask for help.

### RELATIONSHIPS AND FEELINGS

- Maintain a feeling of self-worth and be able to talk about relationships and feelings.
- Understand that different people can give rise to different feelings.
- Consider own feelings about people who use drugs to appear and feel grown up.
- Be aware that some people try to persuade others to use drugs, and this may include friends; recognise the individual's right to make up his/her own mind.
- Be critical of 'role models' who use drugs and be aware of own example to others.
- Practise strategies for coping with strong feelings and difficult situations.

### SKILLS AND ATTITUDES

- Recognise personal responsibility for decisions about drug use.
- Know how to make choices and resist pressure from friends and others.
- Maintain and practise skills of negotiation and assertiveness.
- Develop appropriate techniques for coping with situations in which drug use occurs.
- Be self-confident and maintain a positive attitude towards health.
- Develop further skills to make and maintain relationships, and understand about the role of drugs in relationships.
- Be aware of the school policy towards drug use.

## KEY STAGE 4

### KNOWLEDGE AND INFORMATION

- Know about a full range of drugs and the effect they have on the body
- Know that different drugs affect the body systems in different ways and about the effects on the body of withdrawal of drugs.
- Know the difference between hard and soft drugs.
- Understand about the law relating to drug use/users/dealers and premises.
- Be aware of ethical issues involved in medicinal use of drugs.
- Explore the historical, cultural, political, social and economic factors relating to the production, distribution and use of drugs world-wide.
- Understand that Britain is a drug-using society and recognise the different patterns of use and their effects.
- Know about the nature and spread of HIV and its transmission via shared needles.
- Be aware of the detrimental effect on the foetus of all types of drug use.
- Consider the role of the media in influencing attitudes towards drugs, especially alcohol and tobacco.

### SAFETY

- Have a responsible attitude towards personal safety and that of other people.
- Be aware of what constitutes 'safer' drug use and that individuals are responsible for the choices they make about drug use.
- Understand about risk and consequences.
- Be aware of places and situations, especially in leisure and entertainment, that can lead to pressure to take drugs.
- Know about the range of support agencies available for those involved in drug use and their families.

### RELATIONSHIPS AND FEELINGS

- Be aware of people and agencies that can help in coping with difficult relationships and feelings.
- Understand the importance of self esteem and the ability to talk about feelings and relationships.
- Continue to practise strategies for coping with difficult situations and strong feelings, including pressure from friends to use drugs.
- Be aware of the effects of drug use on relationships.
- Be critically aware of 'role models' who use drugs.
- Recognise and take responsibility for own influence on others.

### SKILLS AND ATTITUDES

- Be self-confident and maintain a positive attitude towards health.
- Be able to make informed decisions about own drug use.
- Continue to practise skills of negotiation and assertiveness, and be able to apply these in situations involving drug use.
- Explore own attitudes to drug use and drug users in the context of a drug using society.
- Consider attitudes of school, parents and police towards drug use; be aware of school policy.

### HIV AND AIDS

HIV and AIDS are essential topics for both primary and secondary schools.

In the current climate of increasing HIV infection, young people need to have an understanding of the modes of transmission of HIV and the nature of AIDS. In the context of drug education the risk of HIV and other blood-borne infection through shared needles must be stressed.

Children and young people need to be aware of the risks from discarded needles in the school environment and elsewhere. In this context, the greater risks of contracting Hepatitis B should also be emphasised.

Staff should be aware that some young people might be using injecting equipment for treatment of health problems - like diabetes.

At the present time there is no known cure for the HIV virus. Teachers should ensure that pupils have not only accurate information about HIV and AIDS, but also the opportunity to develop such skills as communication, negotiation and decision making and good hygiene to reduce the risk of infection and protect themselves and others. It must be recognised that young people live in a society where increasingly family, friends and acquaintances may be affected by the virus.

The importance of education about HIV and AIDS has been emphasised by the Secretary of State for Education and it is included in the statutory orders for Science, AT 2 Life and Living Processes.

#### Programmes of Study at

- KS1 Personal hygiene and personal safety.
- KS2 How microbes and lifestyle affect health, factors Which contribute to health including the defence system.
- KS3 Health functions of the human body - lifestyle and viruses including Human Immuno-deficiency Virus (HIV).  
Responsible attitudes to sexual behaviour.  
Alcohol and drug abuse.
- KS4 Factors associated with a healthy lifestyle and ethical considerations.

#### **Department For Education Booklets**

**HIV and AIDS - A Guide for Education Service 1992** provides information and advice on curriculum, outlines the implications of HIV and AIDS for standard hygiene practices in educational institutions and gives advice on counselling and confidentiality.