



Emanuel School

Drugs Policy

Aims and scope of the policy

Young people face growing pressures to use or experiment with controlled drugs. The school aims to do all that it can to reduce those pressures, to educate pupils about the risks of involvement with drugs and to maintain an environment that is free from drugs and the culture of drugs. Such action forms part of the school's wider policy of safeguarding the physical and moral welfare of its pupils and encouraging respect for the law. It is also important for the maintenance of good order and discipline within the school community and for the protection of the school's reputation.

This Drugs Policy applies to all controlled drugs (as regulated by the Misuse of Drugs Act 1971), and drugs termed as 'Novel or New Psychoactive Substances', (formerly known as 'legal highs.'). The definition of a drug given by the United Nations Office on Drugs and Crime is a substance people take to change the way they feel, think or behave.

The terms 'drugs' and 'drug education', unless otherwise stated is used to refer to all illegal drugs and all legal drugs including alcohol, tobacco, volatile substances giving off a gas or vapour which can be inhaled (this includes vaping), ketamine and alkyl nitrates (known as poppers).

In addition to its responsibilities towards its pupils, the school has its own duty under the criminal law not to allow its premises to be used for drug-related activities.

* Further information on novel psychoactive substances: Young people are becoming increasingly aware of, and in some cases using, Novel Psychoactive Substances (NPSs). The government's Psychoactive Substances Act 2016 makes it an offence to supply, offer to supply or possess such substances, describing them as substances 'intended for human consumption that are capable of producing a psychoactive effect.'

This policy applies both while pupils are at school, travelling to and from school or taking part in any activity organised by the school, and to conduct by pupils outside school which may have an adverse effect within the school or on the reputation of the school. For example, action could be taken where one pupil supplied controlled drugs to another pupil outside school.

Where the school has concern over the suspected use of drugs by one of its pupils outside the school, parents will be invited to discuss such concerns with the headmaster and/or the deputy head: pastoral and a test may be requested on the basis that, whatever the outcome of the test, the response would be pastoral.

As described below, the school seeks to achieve its aims by

- education and instruction,
- advice and assistance, and
- clear and firm disciplinary procedures.

It seeks to do so in co-operation with parents, who are asked to give their wholehearted support to the implementation of the policy.

Disciplinary sanctions will be flexible but involvement in drugs carries with it a very real risk of exclusion. Parents and pupils are reminded that under the terms of the contract signed by parents (Terms and Conditions) a pupil may be excluded if the headmaster is reasonably



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satisfied that the pupil's conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order and school discipline or to the reputation of the school.

Education and instruction

Emanuel School has a strict disciplinary approach towards the possession, use or supply of illegal and other unauthorised drugs. Possession, use or supply of any illegal or unauthorised drugs is strictly forbidden. A range of responses and sanctions can be applied depending on individual circumstances and in line with the school's disciplinary procedures.

The education of pupils about drugs and their dangers forms part of the school's programme of personal, social and health education (Life Education), within the framework of the overall pastoral care policy. It includes classroom teaching, group discussions and talks by experts from outside the school.

Key members of staff receive training about drugs so that they are alert to the warning signs of drug misuse and can respond appropriately when pupils seek advice or assistance.

Advice and assistance

Pupils are encouraged to discuss their anxieties about drugs in confidence with a member of staff or other responsible adult. They also have access to information about outside agencies able to provide advice and assistance. Accredited counselling services can be recommended by the school to a pupil in appropriate circumstances, after consultation with his/her parents.

Parents themselves are asked to inform the headmaster or deputy head: pastoral if they have any reason to think that their son/daughter may have been involved with drugs, so that suitable advice and assistance can be given.

Disciplinary procedures

Any suspected involvement in drugs in circumstances to which this policy applies will be subject to the following disciplinary procedures: involvement in drugs includes possession, use or supply of drugs. The procedures will not, however, be applied in cases where confidential advice or assistance is genuinely sought and disciplinary action is considered inappropriate.

Investigation

The school will investigate any suspected involvement in drugs. The investigation may involve segregating a pupil (for no longer than necessary); asking him/her questions; asking him/her to give a written account of relevant circumstances.

The headmaster can authorise a search of pupils or their possessions including bags and lockers without their consent if there are reasonable grounds for doing so. This includes searching for knives or other weapons, drugs, alcohol and personal mobile devices, legal 'highs', tobacco, cigarettes and vaping equipment. However, the school will usually seek consent and ensure that a second adult witness is present. If this is refused the parents/police will be called. Searches will be conducted in such a way as to minimise potential embarrassment or distress. Staff should clearly specify to a pupil the reasons why the search is being undertaken and explain the process to be followed.

When a person is suspected of concealing illegal or other unauthorised drugs, staff will search outer clothing and inside pockets. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. Every effort will be made to persuade the person to hand over voluntarily any drugs, in the presence of



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a second adult witness. Where the individual refuses and the drug is believed to be illegal, then the police will be called.

Staff may search school property, for example, pupils' lockers if they believe drugs to be stored there. Prior consent will usually be sought though the school may proceed with a search without permission being given.

The headmaster can authorise the search of personal property if there are reasonable grounds for doing so. This includes searching pupils' property stored within school property, for example a bag or pencil case within a locker. Usually pupils will be asked for consent. Where consent is refused they will consider, in the case of pupils, notifying parents/carers, who may persuade the pupil to give consent. The police will be called if consent is still refused. After any search involving pupils who give their consent, parents/carers will be informed by telephone or email by the end of the school day.

Investigations will be conducted fairly and with sensitivity. The pupil's parents will be informed at the earliest opportunity. So far as practicable the pupil will remain accompanied at all times. Interviews will normally be conducted by the deputy head: pastoral or by a senior member of staff. The pupil must be accompanied at interview by another appropriate member of staff. Sources of information will not normally be disclosed. Any failure to co-operate may result in the drawing of adverse inferences.

Where the headmaster considers the circumstances of the case to warrant it, the police will be informed. Police may advise on analysis and formal identification. If formal action is to be taken against a pupil, the police will make arrangements for them to attend a local police station accompanied by an appropriate adult for interview.

In any incident involving illegal or unauthorised drugs the school will normally involve the pupil's parents/carers and explain how they intend to respond to the incident and the pupil's needs.

Where the school suspects that to do this might put the pupil's safety at risk or if there is any other cause for concern for the pupil's safety at home, then the school will exercise caution. In any situation where a pupil may need protection from the possibility of abuse, the school's DSL must be consulted and appropriate procedures followed.

Testing

If, in the light of any investigation, the headmaster thinks it appropriate to do so, he may ask a pupil to undergo testing, under appropriate supervision, with a view to establishing the presence or otherwise of traces of controlled drugs in the pupil's body. Such testing may involve the provision of a sample of hair. A test programme may be used as a way to help a family establish parameters for their child's welfare, as well as part of a disciplinary procedure. The test will be paid for by the school.

Sanctions

If the headmaster is reasonably satisfied that a pupil is or has been involved in drugs, in a way that contravenes the school rules, that pupil will be liable to sanctions at the headmaster's discretion. Each case will, however, be given careful consideration in the light of its individual circumstances and the headmaster will have a flexible range of responses open to him.



Appeal

Any decision by the headmaster that a pupil should be excluded from the school or should be required to leave the school because of involvement in drugs may be appealed by making a written request in accordance with the Exclusion Policy and Complaints Procedure.

Prescription and non-prescription medicines

The school is aware of the potential for the misuse of medicines. For this reason, parents wishing their son/daughter to take medicines in school should make arrangements for them to be administered by the school nurse. Prescription medication being used by another pupil, not intended as the patient, will be treated in the same way as other drugs.

The school's policy on the administration of medicines is included in the Medical and First Aid Policy which is available on the school website.

GUIDANCE NOTES

Education programme and information about drugs and their misuse

Education and information about drugs and their misuse come within the Life Education programme.

Drug education is a major component of drug prevention and is an important aspect of the school curriculum aimed at providing pupils with opportunities to develop their knowledge and understanding about the impact of drugs and appreciate the benefits of a healthy life style. It aims to:

- Increase pupils' knowledge and understanding and clarify misconceptions about:
 - the short and long term effects and risks of drugs the rules and laws relating to drugs
 - the impact of drugs on individuals, families and communities the prevalence and acceptability of drug use among peers
 - the law relating to drugs and alcohol
- Develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy including:
 - assessing, avoiding and managing risk
 - devising problem-solving and coping strategies
 - developing self-awareness and self-esteem
- Enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes and exploring media and social influences.

Drug education is delivered through a cross-curricular programme including assemblies, Life Education provision, outside speakers and subject specific content.

The scheme of work for drugs and alcohol education, along with teaching resources is available from the head of Life Education.



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Through the tutor system, the pastoral staff have a responsibility in accordance with the ethos of the school to help pupils prepare for taking responsible informed choices for themselves. In conjunction with the structured Life Education programme and at all opportunities as they arise, the pastoral staff develop pupils' awareness of the dangers of drug-taking. Staff are encouraged to respond to a pupil who seeks information or help on drugs or personal problems; that help can take the form of putting the pupil in touch with those with appropriate knowledge.

Helplines

Parents/carers are encouraged to approach the school if they are concerned about any issue related to drugs and the school will refer them to sources of help, specialist drug agencies or family support groups.

Telephone numbers of, and information about, the Samaritans, Childline, and approved agencies are published in the school at appropriate places and in the pupil planner and on Firefly.

Accredited counselling services are recommended by the school to individual pupils in appropriate circumstances, after consultation with the parents. The services are also recommended upon request for situations which cause stress and difficulties for the individual.

Guidelines for members of staff in the event of receiving information, or **discovering, that a pupil appears to be in possession of drugs in school, or on a school activity.**

These guidelines are intended to protect staff and pupils from making mistakes or misjudgements.

An impartial atmosphere must be preserved at all stages. There must be no presumption that offences have been committed. The aim of the actions and investigation is to establish the facts.

Tact and discretion are needed at all times. Nothing that is under investigation should be discussed in the common room or be divulged to pupils or parents. It is for the headmaster/ deputy head: pastoral to inform the parents of a pupil under investigation.

Public statements are given only by the headmaster or the deputy head: pastoral.

Responsibilities and actions of the **member of staff:**

- The actions taken by the member of staff will depend upon the circumstances. These guidelines should be adapted accordingly.
- At the first opportunity, the member of staff must put the matter in the hands of senior management. Therefore, he or she should summon assistance from senior management, sending a pupil to fetch the nearest colleague so that observation of the critical area is maintained.
- Unless it is impossible, the member of staff should wait for the arrival of senior management before making any intervention.
- However, the member of staff should take whatever actions may be necessary to hold the situation intact until a proper investigation can begin. He/she should prevent the pupils from:
 - disposing of any substances;



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- departing from where they are observed;
 - becoming aware that they are under suspicion;
 - alerting other pupils to the situation.
- Such moments as the end of a period or break or the departure of pupils from a changing room or form room may necessitate the immediate intervention of the member of staff.
- It is best that the member of staff says as little as possible, other than to ask the pupils to stay where they are. He/she should:
 - if possible, leave pupils unaware that there is an incident in progress;
 - not declare the suspicion;
 - not accuse or express an opinion;
 - not search a pupil;
 - not search a pupil's possessions in the presence of other pupils;
 - not search a pupil's possessions without another member of staff present as a witness;
 - not leave the remaining pupils without supervision, or allow them to mix with other pupils at the end of a lesson if the investigation is in progress and the issue is known to the pupils: news of it will travel immediately throughout the school, and may enable evidence elsewhere to be destroyed.
- If the member of staff needs to remove the pupil, he/she should tell him only that the pupil must come with him/her and that he/she should bring his/her possessions. The pupil must walk in front of the member of staff and be kept under sharp observation so that he/she is prevented from destroying evidence. An LSD tab can easily be dropped or hidden, or a small quantity or block of cannabis can be slipped to a pupil passing in the opposite direction.
- The pupil or pupils under suspicion should be taken to a secure room to be asked questions.
- At the earliest opportunity the member of staff should write down the facts, names, times, words of key statements (questions and answers). He/she should convert this into a report as soon as possible.
- In circumstances where it is not possible for senior management to be present, telephone contact with senior management should be established as soon as possible. Such circumstances could, for instance, be an incident on a school outing. The senior member of staff present should then assume responsibility and should follow the procedures, adhering to the principles and adapting the practices as necessary. He/she should proceed no further with the investigation than is necessary as a holding exercise until senior management are present or contacted. See Appendix I for objectives of the interview and Appendix II for advice on interview techniques.
- If a substance suspected to be an illegally-held drug is found, it should be confiscated, put in a bag or other container, and taken to a secure place. It is a defence against the offence of possession (The Misuse of Drugs Act 1971) that, knowing or suspecting a



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substance to be a controlled drug, a person takes possession of it for the purpose of preventing another from committing an offence and that as soon as possible after taking possession of it he/she takes all reasonable steps to destroy it or to deliver it into the custody of a person lawfully entitled to take custody of it. The member of staff should not put him/herself at risk by having it in his/her possession longer than is necessary. If the drug is confiscated abroad, he/she must not bring it back through Customs, but record a description of it and destroy it.

Responsibilities and actions of the **senior management**:

- The senior management should set the appropriate conditions for the investigation. These must be compassionate, impartial and conducive to a fair discussion. (See further guidance in Appendix II.)
- The interview should take place privately, ideally in the deputy head: pastoral's office.
- It is essential that at least two members of staff (one of them senior management, the other the pupil's tutor or another member of staff) should be present, one of whom takes notes during the interview, recording times, places, names, actions, allegations, responses and admissions.
- The senior member of staff should ask questions and obtain answers so that a full picture of the circumstances is achieved (see Appendix I). He/she is likely to interview several pupils and to re-interview some before the investigation is complete.
- Any searches will be carried out in accordance with the DfE guidance paper, "Searching, screening and confiscation – advice for head teachers, school staff and governing bodies" dated January 2018".
- Co-operation in answering questions or responding to reasonable requests which would provide clarification is to be expected. (Failing this the matter will be referred to the headmaster, and eventually the police may be called.)
- The record should show the sum of what was said, the names of those present, the date, and the times of starting and finishing. The written record should be shown to the pupil. He/she is entitled to request amendments. He/she will be asked to sign it as an accurate record. The interviewing staff should also sign it.
- The senior management will:
 - keep the headmaster informed of all developments, and consult with him over all major decisions;
 - decide whether to send for more pupils for interview;
 - ensure that all pupils interviewed are given opportunities to go to the lavatory, and are given meals;
 - ensure that at the appropriate time the pupil is given the opportunity to consult his/her form tutor, if that is possible, or another member of staff of his choice if it is not possible;
 - ensure that at the appropriate time the pupil is given the opportunity to speak to his/her parents by telephone;



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- keep reviewing the timing, so that interviews and business are concluded by the end of the day, and the next day's programme is planned;
- keep assessing the evidence, noting consistencies, inconsistencies, what is agreed and what is disputed, and the degree of seriousness of different pupils' positions.

Responsibilities and actions of the **headmaster** with **senior management**:

- The headmaster will:
 - advise on all major decisions;
 - decide if a test should be used to establish the presence or otherwise of a controlled drug;
 - decide how to inform a pupil's parents that there is a situation involving drugs;
 - inform the chairman of the governing body at the appropriate time;
 - decide if, when and how the Wandsworth Schools' liaison officer should be informed, and what role he/she should be asked to play.

The headmaster and senior management, having taken all steps to consult the relevant staff, and having considered whether they have taken into account all factors and implications, will decide on the range and details of the school's response. They will decide upon the sanctions and the pastoral programmes that will ensue, and how these will be announced and put into effect.

Guidelines for members of staff in the event of receiving information about, or discovering, a pupil's possible involvement in drugs outside school.

If an alleged incident occurred outside the school but which might have an adverse effect within the school or on the reputation of the school, then the responsibility to investigate remains with the school.

A member of staff receiving information should always avoid giving a promise of unconditional confidentiality. He/she should be guided by professional judgement and sensitivity, and should use his/her discretion. However, in all cases he/she should seek advice at least in general terms from senior management, and he/she is strongly advised to pass information or allegations concerning drugs to senior management.

Senior management will know if the allegation links to information already held and, with due consultation, they will be in a better position than the individual member of staff to judge whether any information should be passed on to parents either of the pupil who is the subject of the allegation or of pupils judged to be at possible risk. Senior management will decide whether any pastoral actions or programmes should be planned and implemented.

The headmaster will authorise any such action.

Making the policy known

All adults in the school (including support staff) should be aware of the existence of pastoral, anti-bullying and drugs policies. The policies should be available for all teaching and non-teaching staff.

There should be suitable training programmes. Individuals should be able to identify critical situations and know how to respond to them.



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A paragraph in the information booklet for parents should refer to existence of the pastoral, anti-bullying and drugs policies.

There are formal evenings and parents' workshops to discuss issues of concern.

The drugs policy has been approved by the governors. There are formal presentations and updates for governors such that the governing body is properly informed of the school's practice.

Related Documents

This policy should be considered in conjunction with other written policies on behaviour, health and safety, medicines, healthy schools, school visits and child protection and has been written taking into account guidance from the DFE 2004, the Government's Drug Strategy (2010), the Education and Skills Act 2010 and summary advice related to drugs from the Association of Chief Police Officers (ACPO) (2012). Reference should also be given to the school's terms and conditions.

Other school policies contribute to drug and substance misuse such as, for example:

- Behaviour Policy
- Confiscation and Use of Force
- Guidelines to Police Involvement
- Life Education Policy
- Mental Health and Wellbeing Policy
- Pastoral Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct



Appendix I - Objectives of interview

The aim is to establish the following, if possible:

1. the pupil's account of the events, with his/her explanations;
2. who else was involved, (inside and outside the school);
3. whether the pupil was offered a drug and, if so, in what circumstances;
4. whether the pupil has been in possession of a drug and, if so, in what circumstances;
5. whether a drug has been on school premises and, if so, when;
6. whether arrangements about a drug have been made on school premises;
7. what the arrangements for distribution of the drug were (with whom he/she was going to split it, sell it on to, how much others were to pay, and for what quantities);
8. how the pupil obtained the drug, (when, where, from whom, with whom, paying how much, for what quantities);
9. whether the pupil has used a drug and, if so, in what circumstances;
10. how long the situation has been happening, how frequently, involving whom;
11. whether the pupil has supplied a drug to others (when, how often, where, obtained from where, supplied to whom, price of purchase, price of sale, packaging).



Appendix II - Interview advice, particularly with respect to leading questions

- Whenever interviewing a possible wrong-doer, there should be no assumption that the person has actually committed an offence.
- If the questioning is detailed and intelligent, the truth is as likely to be achieved by an approach free from animosity as by aggressive questioning. If the person interviewed should be innocent, no harm will have been done, there will be no need for apologies or embarrassed withdrawals of accusations, and future relationships will not have been jeopardised.
- Leading questions render imperfect and unreliable the information obtained, and they thus invalidate it, legally.
- No words should be put into the mouth of anyone being interviewed.
- Questions should be open and neutral, and free from emotive language.

Not: *"Did you say anything like 'Have you any cannabis for sale?' "*

But: *"What did you say to that person?"*

Not: *"Did the person have a crooked front tooth?"*

But: *"Describe in detail the face of the person."*

Not: *"Was Jason Smith in the room?"*

But: *"Name the people who were in the room."*

- Facts in the interviewed person's own words will be more useful in establishing truth when testimonies differ than statements in the interviewer's words.
- No statements of suspicions, assumptions, speculations, or threats should be used or implied. e.g. *"We know you did this, so you might as well admit it."* Or *"I expect you'll be thrown out for this!"*
- No expression or implication of opinion should be used. e.g. *"How could you be so naive?"*
- No brow-beating or intimidation should be used. e.g. *"Don't lie to me!"* or *"You idiot!"*
- Refer to the behaviour, not the person, as being anti-social.
- Avoid any personal animus or insult. Treat the person being interviewed with respect, even if it is beyond doubt that offences have been committed. The long-term consequence is likely to be more socially-acceptable behaviour from the person interviewed because of the self-respect that the interviewer has preserved.
- Do not expect a person to admit a serious offence easily. Give him/her time to come to the truth gradually. If an admission is humiliating, a person is normally able to concede only a little at a time, so allow for this. Accept each new admission and keep firmly returning for more.
- Experience has shown that patience and not over reacting to inconsistencies, however important they may be, is more likely to eventually lead to the truth.



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- Give the person repeated opportunities, unpressurised, to correct errors or misrepresentations.
- Truth gives the offender the chance to salvage a little self-respect and something upon which to rebuild a reputation. An offender has huge relief when he/she admits what he has been denying and what has been troubling his/her conscience but which, as things have become more entangled, he/she has not known how to retract.
- Hasty conclusions should not be drawn or expressed in public on the basis of what may turn out to be ambiguous evidence.



Appendix III: Recognising Signs of Drug Use

There are many different physical and socio-emotional signs of drug abuse and addiction. Being aware of both physical and behavioural signs of drug use or addiction will enable staff to take the preliminary steps in recognising and addressing an addiction problem with pupils.

While many of the following symptoms can relate to substance abuse, it is important to acknowledge that a young adult exhibiting symptoms of alcohol or drug use can be attributed to a number of different problems, other than addiction. Some behaviours can be symptomatic of stress, depression or other physical or mental health issues.

“The key to recognising the signs of drug use is change in appearance, attitude and behaviour.”

The following physical and behavioural signs can be attributed to substance abuse:

Physical signs of drug use and abuse

- Extreme loss or increase in appetite, change of eating habits and unexplained weight gain or loss
- Extreme loss of, or poor, physical coordination, including slow or staggered walk
- Insomnia or increased need for sleep, keeping unusual hours or unusually lazy
- Smells of substance, foul body odour
- Unusual lack of bathing or grooming
- Blank stare, red watery eyes, over or under dilated pupils
- Hyperactivity and excessive talkativeness
- Shaking hands or cold sweaty palms
- Puffy flushed or pale face
- Runny nose and cough
- Experiences nausea and vomiting
- Tremors of the head, feet or hands
- Needle-like marks on extremities, including the bottom of feet

Behavioural signs of drug use and abuse

- Change in attitude and personality, without other notable cause
- Avoidance of friends and family
- New friends who are known users
- Developing ‘loner’ tendencies or anti-social behaviours
- A drop in grades and work ethic
- Abnormal forgetfulness and inattentiveness



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- Change in habits with family and in the home
- Lack of motivation and energy
- Excessive temper and irritability
- Nervousness and anxiety
- Giddiness and excessive laughter, without known cause
- Unusually private, secretive and suspicious behaviour
- Stealing money or household items disappearing
- Possession of paraphernalia, such as; rolling papers, pipes, bongs, syringes, digital scale, and razor blades