

TRINITY ACADEMY NEWCASTLE TRUST

Drugs Alcohol and Tobacco Policy

**Approved by the Committee – November 2020
On behalf of the Board**

Next Review Date – November 2021

INTRODUCTION

This policy relates to all staff, service users and visitors to any part of Trinity Academy Newcastle Multi Academy Trust (The Trust).

In its White Paper 'Tackling Drugs to Build a Better Britain' (May 1995), the Government sets out a new strategy to combat drug misuse. Trust's clearly have a crucial role to play in educating learners on the consequences of drug use and misuse.

In response to our shared concerns at a local and national level, we wish to state that as part of its care for the welfare of its pupils, this trust takes a pro-active stance, believing that Drug Education is a vital part of the Personal, Social and Health Education of every learner. We wish to work towards being a Healthy Academy in all aspects of trust life.

The policy was formulated by representatives from the Board of Directors and Relevant Staff. A Group of parents were involved in the consultation process.

It has been written in line with the recommendations made in the DfE and ACPO drug advice for schools (2012).

CONTEXT

Drug Education forms a part of the statutory order for National Curriculum Science and will be provided in the broader context of PSHE. This provision will be supported by the trust's commitment to a healthy environment in which neither the misuse of drugs (including legal substances) by learners, staff or visitors, nor the illegal supply of these substances is condoned.

We have also addressed drugs issues as they effect the whole trust in the areas identified within the National Healthy Standard.

We believe that drug education is a vital part of the personal, social and health education of every learner. Drug education is more than just information, it is important that learners have the knowledge, skills, understanding and attitudes to make positive choices in a drug using world.

DEFINITIONS AND BOUNDARIES

This policy encompasses all legal drugs (including alcohol and tobacco), all illegal drugs, and volatile substances (including NPS – Novel Psychoactive Substances) and unauthorised over the counter medicines. The policy, in line with all other trust rules and expectations of behaviour, applies not only within the trust boundaries but on all trust visits, trips and residential trips, including those made outside of normal trust hours. It will also be upheld on all trust buses/official transport and may be applied to the immediate vicinity of the trust if appropriate.

AIMS

Through the curriculum and a supportive trust ethos, we aim to: provide accurate information about drugs, including medicines (over the counter and prescribed), volatile substances (including NPS – Novel Psychoactive Substances), alcohol, tobacco and

illegal drugs.

- Increase understanding about the implications and possible consequences of drug use and misuse.
- Raise awareness of safety issues with regard to drugs.
- Explore attitudes towards drug use and misuse.
- Develop the skills necessary to make informed decisions
- Identify sources of personal support
- Raise learners' self esteem
- Enable learners to recognise a broad range of strategies to maintain emotional and physical health.
- To equip learners with the skills and confidence to deal with pressures from peers and society.
- To link drugs education in academy with the Science and PSHE curriculum.

CONTENT

Drug Education is taught at an appropriate level throughout each key stage beginning with the foundation curriculum through year 6, and is based on DfE and ACPO drug advice for schools 2012

We feel that our ethos at school supports our broad aim to support learner's emotional and physical health in positive ways.

The trust appreciates the valuable contribution of outside agencies, but recognises that their contribution alone does not constitute a complete drug education programme. We believe it is the responsibility of the trust to ensure that the contributions made by visitors to the classroom reflect our own philosophy and approach to the subject.

TEACHING METHODS

"Good teaching of drug education shares many of the features of well-taught lessons in any subject" (Drug Education in Schools. OFSTED. 2005)

Effective drug education requires learners to develop their understanding of drugs issues and appropriate skills and attitudes to assist them in making informed decisions. Teaching methods adopted in the classroom offer a rich variety of opportunities for active learning. Due to the sensitive and sometimes controversial nature of the subject, ground rules will be negotiated and adopted (similar to those adopted in any circle time) and learners' knowledge-level assessed prior to any input to ensure appropriateness of content.

THE ACADEMY ENVIRONMENT

The trust is committed to promoting a healthy and supportive environment for the benefit of learners, teaching and non-teaching staff and visitors. A smoking policy has been developed and accepted by staff and the Board of Directors. The policy states that smoking is prohibited on any part of the trust's premises, at the front of the building, the back of the building including the academy field and car parks. All incidents of smoking will be challenged, (refer also to smoking policy)

Similarly, the misuse of drugs (including legal substances such as alcohol) by learners, staff

or visitors is prohibited within the stated trust boundaries.

STORAGE AND ADMINISTRATION OF MEDICINES

The trust acknowledges that, parents and carers have prime responsibility for their child's health and should provide us with information about the learner's medical condition when appropriate. A contract will be agreed between the academy and the parent or carer and records kept appropriately. Medicines will be administered by named staff (refer to Health and Safety Policy). Where necessary, academy staff will receive training on specific medical conditions.

Other than an inhaler, no learner should be in possession of medication at any time. All necessary medication is stored in either the refrigerator or secure locked cupboard in the medical room.

DRUG-RELATED INCIDENTS

The trust will consider each incident individually, recognising that a variety of responses will be necessary to manage such incidents. We will consider very carefully the implications of any action taken and will seek to balance the interests of the persons involved with other trust members and the local community. Any sanctions enforced will be consistent with existing trust rules relating to behaviour, discipline, equal opportunities and exclusions; and will reflect the seriousness of the incident. After immediate medical needs have been addressed the nature and circumstances of any incident will be established and assessment made of the needs of the learners involved. We recognise that any learners misusing drugs may be in need of our support for an extended period of time or in exceptional circumstances from an appropriate outside agency. Please note however that under the Misuse of Drugs Act 1971:

'It is an offence for the occupier or someone concerned in the management of any premises knowingly to permit or suffer on those premises the smoking of cannabis; or the production, attempted production, supply, attempted supply, or offering to supply of any controlled drug.'

POLICE

In the event of an incident occurring within the trust grounds the Police Protocols found in Appendix B at the end of this policy will be followed.

PARENTS & PUPILS

All pupils and parents have access to the trust's policy. If learners are under the influence of drugs in the trust we will firstly ensure their safety and undertake any emergency measures before any action is taken. We will follow the Police Protocols in any event supplied as an appendix at the end of this policy.

If parents are under the influence of drugs in academy then Police Protocols will again be followed. If it is suspected that members of the community are supplying drugs on trust property the Police Protocols will again be followed.

SUPPORT

We will provide learners and parents with opportunities to gain appropriate support and information if they have worries or concerns about drug issues. This will include making or supporting referrals for specialist support where appropriate.

CONFIDENTIALITY

Although it is important to maintain confidentiality throughout the handling of any incident or disclosure, learners will be made aware that complete confidentiality cannot be guaranteed. This will help in retaining the trust of learners and parents/carers and will ensure that the sharing of appropriate information is kept to a minimum.

RESPONDING TO THE MEDIA

As drug-related incidents are likely to generate media interest, all members of staff have been advised not to respond to journalists' questions, but to refer journalists to the Head of School. The Head of School will make a considered response after seeking advice from appropriate colleagues within the trust.

ROLES & RESPONSIBILITIES

The Head of School has overall responsibility for the policy and its implementation; for liaison with the Board of Directors, parents/carers, LA and appropriate outside agencies and pastoral who will have general responsibility for handling the daily implementation of this policy.

STAFF SUPPORT & TRAINING

The Head of School will ensure that all staff are adequately supported and trained. It is important that staff feel adequately trained to deliver drugs education and to implement this policy. We will ensure that staff are regularly consulted as to their training needs and training is provided as appropriate to keep abreast of developments in relation to drugs and drug issues.

MONITORING & EVALUATION

This policy will be monitored regularly and evaluated annually. Any suggested amendments will be taken into consideration and adopted where appropriate.

*Parents and carers are welcomed to record further comments on a copy of the policy kept in the academy office, these will be taken into account at review.

References

1. Tackling Drugs Together, A strategy for England 1995-1998, 1995, HMSO, London
2. Circular 4/95, Drug Prevention & Academies, 1995, DFES London
3. Protecting young people - Good practice in drug education in academies

and the youth service, 1998, DFES London

4. The Right Approach, 1999, SCODA (DrugScope), London
5. The Right Responses, 1999, SCODA (DrugScope), London
6. Drugs Education Curriculum Guidelines for Academics, 1995, Nottinghamshire County Council
7. Drug Education: Curriculum Guidance for Academics, 1995, DFE/Academy Curriculum and Assessment Authority London
8. Drug Education in Academies, 1997, OFSTED
9. Supporting Pupils With Medical Needs, 1996, DFES, London
10. The Management of Drug-related Incidents in Academies, 1998, Steve Kenny and Tom Cockburn, p18-21.SCODA/DfEE London
11. Drugs : Guidance for Academies 2004 (DfES 0092/2004)
12. Psychoactive Substances act 2016 (Appendix C)
13. DfE and ACPO drug advice for Schools 2012

Appendix A

The Misuse of Drugs Act – 1971

	Drug	Possession	Supply and production
Class A	Crack cocaine, cocaine, ecstasy (MDMA), heroin, LSD, magic mushrooms, methadone, methamphetamine (crystal meth)	Up to 7 years in prison, an unlimited fine or both	Up to life in prison, an unlimited fine or both
Class B	Amphetamines, barbiturates, cannabis, codeine, ketamine, methylphenidate (Ritalin), synthetic cannabinoids, synthetic cathinones (for example mephedrone, methoxetamine)	Up to 5 years in prison, an unlimited fine or both	Up to 14 years in prison, an unlimited fine or both
Class C	Anabolic steroids, benzodiazepines (diazepam), gamma hydroxybutyrate (GHB), gamma-butyrolactone (GBL), piperazines (BZP), khat	Up to 2 years in prison, an unlimited fine or both (except anabolic steroids - it's not an offence to possess them for personal use)	Up to 14 years in prison, an unlimited fine or both
Temporary class drugs*	Some methylphenidate substances (ethylphenidate, 3,4-dichloromethylphenidate (3,4-DCMP), methylnaphthidate (HDMP-28), isopropylphenidate (IPP or IPPD), 4-methylmethylphenidate, ethylnaphthidate, propylphenidate) and their simple derivatives	None, but police can take away a suspected temporary class drug	Up to 14 years in prison, an unlimited fine or both

Psychoactive substances penalties

Psychoactive substances include things like nitrous oxide ('laughing gases').

You can get a fine or prison sentence if you:

- carry a psychoactive substance and you intend to supply it
- make a psychoactive substance
- sell, deal or share a psychoactive substance (also called supplying them)

Psychoactive substances	Possession	Supply and production
Things that cause hallucinations, drowsiness or changes in alertness, perception of time and space, mood or empathy with others	None, unless you're in prison	Up to 7 years in prison, an unlimited fine or both

*The government can ban new drugs for 1 year under a 'temporary banning order' while they decide how the drugs should be classified.

The 2005 Drugs Act amended the Misuse of Drugs Act 1971 to clarify that both fresh and prepared (e.g. dried or stewed) magic mushrooms containing psilocin or psilocybin (such as the liberty cap) are Class A drugs. This means it's illegal to have this type of magic mushroom for yourself, to give away or to sell.

Further information – Alcohol, solvents, cigarettes and poppers are not covered by the Misuse of Drugs Act 1971

Appendix B

DRUGS POLICY

RESPONSE TO SUBSTANCE MISUSE INCIDENTS IN ACADEMY these guidelines relate primarily to police response to substance misuse incidents in academy and in particular drugs. The document has been designed to support academy drugs policies in line with DfE and ACPO drug advice for the trust 2012.

Over-riding Principles

Police response to substance misuse incidents should: be consistent across the Force and be based on clear and accessible guidelines available to police officers and educationalists.

Management of trust is the responsibility of the Head of School, Board of Directors and the Local Education Authority (LEA). Police response should complement management responsibility to learners but should not conflict with the police responsibility to investigate offences under the Misuse of Drugs Act 1971.

A decision concerning learners who are involved in substance misuse incidents at academy's are better made in partnership between police and trust's rather than in isolation.

This policy will be managed by Chief Inspector Communities Youth and Race Relations Dept to ensure its communication across the Northumbria Police Area.

Trust managers (Head of School, Board of Directors, LEA) will be expected to have an up to

date Substance Misuse/Drug Incident Policy.

Guidelines to Police Involvement in Drug Related Incidents in Trust's.

- Drugs Definitions,
- Drug Strategies in trust's and Supportive Legislation
- Police Response to a Drug Related Incident in trust's,
- Types of Incidents and Suggested Procedures
- Aide Memoir for Police Officers
- Drugs Identification Guide

Appendix C

The Psychoactive Substances Act 2016 is a law in the United Kingdom intended to restrict the production, sale and supply of a new class of psychoactive substances often referred to as "legal highs". The bill was passed on 28 January 2016, and came into force on 26 May 2016 across the entire United Kingdom.

The law defines as a "psychoactive substance" anything which "by stimulating or depressing the person's central nervous system ... affects the person's mental functioning or emotional state". The law bans all such substances but exempts alcohol, tobacco or nicotine-based products, caffeine, food and drink, medicinal products and any drug that is already regulated under the Misuse of Drugs Act 1971.[5]

The Act:

Makes it an offence to produce, supply, offer to supply, possess with intent to supply, possess on custodial premises, import or export psychoactive substances; that is, any substance intended for human consumption that is capable of producing a psychoactive effect. The maximum sentence will be seven years' imprisonment[4] excludes substances, such as food, alcohol, tobacco, nicotine, caffeine and medical products from the scope of the offence, as well as controlled drugs, which continue to be regulated by the Misuse of Drugs Act 1971[4] exempts healthcare activities and approved scientific research from the offences under the act on the basis that persons engaged in such activities have a legitimate need to use psychoactive substances in their work[4] includes provision for civil sanctions – prohibition notices, premises notices, prohibition orders and premises orders (breach of the two orders will be a criminal offence) – to enable the police and local authorities to adopt a graded response to the supply of psychoactive substances in appropriate cases[4] provides powers to stop and search persons, vehicles and vessels, enter and search premises in accordance with a warrant, and to seize and destroy psychoactive substances[4]

The act also makes those offences punishable by a fine, or by up to a year in prison (six months in Northern Ireland) if convicted as a summary offence, or up to seven years if convicted under indictment. The Act also defines an offence of possession in a custodial institution (prison, young offenders institution etc.) which has the same penalties as the other offences, except the maximum prison term if convicted under indictment is two years.

The Act also describes a series of aggravating factors which judges or magistrates are obliged to consider in sentencing. These are:

- the offence taking place in, or in the vicinity of, a trust during, or within one hour of, the trust's operational hours
- the use of a courier aged under 18
- the offence taking place in a custodial institution

Appendix D

Special Educational Needs – Guidance for using visitors

Checklist:

Make sure that the visitor has experience of working with SEN Learners. Check they are able to support the academy's general and specific aims for drugs education and life skills e.g. do they encourage the learners to take more responsibility for their lives around medication.

Discuss and adapt the content of the session thoroughly during a pre-visit session.

Make sure the visitor has met the learners before the session. If they are adapting a 'mainstream' session make sure that it is not simply 'dumbed down' and that it is not patronising or levelled at too young an age group either in its portrayals, images or aims.

Ask them to bring lots of visuals and practical objects to support the session – make sure they don't use any written materials if they are inappropriate.

Signed on behalf of the Board:



Peter Carter (Chairperson of the Board)

Date: November 2020