

Substance Misuse Policy



*Learning together in a changing
world, creating success for all.*



TRINITY FIELDS SCHOOL and RESOURCE CENTRE

Policy for substance misuse

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Introduction

A drug is a chemical substance which brings about a change in a person’s emotional state, body functioning, or behaviour. This definition includes many substances which might not immediately be considered as drugs, such as solvents, alcohol, tobacco and caffeine.

The findings of surveys undertaken across Wales and locally indicate that substance misuse is a major threat to individuals, families and the wider community. One of the most worrying features identified by surveys is that substance misuse appears to be progressively affecting a younger population.

In response to the problems identified these guidelines, produced by the Caerphilly County Borough Council in partnership with the Caerphilly Safeguarding Children Board Co-ordinator and representatives from the Police, Social Services and Health Authority along with schools and voluntary organisations are intended to assist schools, to:

- Respond to any incidents of substance misuse which may occur on school premises;
- Prepare whole school policies for drug education.
- Respond to any safeguarding issues associated with either the child/young person’s substance misuse or someone else’s

This policy has been developed in the context of "Working Together to Reduce Harm". This guidance is the Welsh Government's new 10 year substance misuse strategy which aims to set out a clear national agenda for tackling and reducing the harm associated with substance misuse in Wales. The Strategy sets out an approach to tackling the full range of substances that are misused and covers:

- alcohol
- illegal drugs such as heroin, cocaine, ecstasy, amphetamines, LSD and cannabis
- prescription only medicines (POM) such as anabolic steroids and benzodiazepines
- over the counter medicines (OTC) such as preparations containing codeine
- volatile substances such as aerosol propellants, butane, solvents and glues.

Schools have a responsibility to educate pupils, so that their actions are based on knowledge and accurate information, and to enable them to have control over their lifestyle.

We need to educate our staff and governors, so that they are able to recognise the signs of substance related activity and are able to take appropriate action. Everyone in school, pupils and staff, both teaching and non-teaching, should be aware of the correct procedures to be followed and have confidence in them.

Parents/carers should be fully involved in what we do, and they will be included from the outset in anything that affects their children.

This policy has been informed by partnership working with the Local Authority, Police and Healthy Schools and is intended to assist our school/setting to:

- Respond to any incidents of substance misuse which may occur on school/setting premises;
- Respond to any safeguarding issues associated with either the child's* substance misuse or someone else's.

This policy has been developed in the context of "**Working Together to Reduce Harm**", published in 2008. This guidance is the Welsh Government's 10 year substance misuse strategy which aims to set out a clear national agenda for tackling and reducing the harm associated with substance misuse in Wales. This policy also alerts the reader to the substances and issues causing concern locally in Caerphilly. The Strategy sets out an approach to tackling and covers the full range of substances that are misused:

- Tobacco including alternative methods such as e-cigarettes and vaping pens
- Alcohol
- Illegal drugs such as heroin, cocaine, MDMA/ecstasy, amphetamines, LSD and cannabis
- New Psychoactive Substances such as smoke-able herbal based mixes (Spice) and powders (Gogaine)
- Prescription only medicines (POM) such as Opiate based medication (Codiene/Tramadol), Benzodiazepines (Diazepam/Valium), anti-anxiety medication (Xanax/Alprazolam), ADHD medication (Ritalin) and Anti-Epileptic medication (Gabapentin/Pregabalin)
- Over the counter medicines (OTC) such as codeine based preparations (Solpadine), Cold and Flu medications (Night Nurse), Sedative Antihistamines (Nytol) and Decongestants (Pseudoephedrine/ephedrine)
- Volatile substances such as aerosol propellants, butane, solvents, glues and nitrous oxide

This document should be read in conjunction with the school's other policies and has particular links with those related to safeguarding and behaviour.

Sources of information and support relating to substance misuse are provided in **Appendix 1**.

Our school has a responsibility to educate pupils, so that their actions are based on knowledge and accurate information, and to enable them to have control over their lifestyle. This policy has fully considered the Welsh Government Circular 107/2013 **Guidance for Substance Misuse Education** published in July 2013.

The most popular terminology for New Psychoactive Substances is 'legal highs'. However, the latter phrase can serve to reinforce the perception of a less harmful or safe substance. In this respect, this school/setting makes reference to New Psychoactive Substances. Under no circumstances will they be referred to as 'legal highs'.

Our school site is a non-smoking venue; this includes e-cigarettes and vaping pens. Smoking is prohibited for all pupils, staff and visitors on site. Sanctions and consequences will follow in line with the school's behaviour management policy, disciplinary procedures and other relevant protocols.

Pupils, staff and governors members require on-going education, so that they are able to recognise the signs of substance related activity and are able to take appropriate action. Everyone in our school/setting is aware of the correct procedures to be followed.

Parents/carers are fully involved in the delivery of the responses to incidents and have an awareness of the education programmes their children will experience within our school/setting. Parents/carers are partners of the school/setting and will be included from the outset in anything that affects their child.

Principles

This policy emphasises our pastoral role and proactive approach to substance misuse and its responsibility to provide appropriate education to enable pupils to make positive, safe choices. The policy also presents a clear view on handling any substance misuse issue that may arise within the school/setting. In developing this policy the school/setting has considered its legal responsibility, the needs of pupils, carers/parents, staff, governors and the local community.

The most effective resource in substance education to any school is the pupils. They are more likely to have an influence upon their peers than parents/carers or staff. We are seeking to create a climate in our school/setting where pupils look out for other pupils' welfare. Pupils are encouraged to be open, and will receive information and guidance through pastoral programmes to facilitate their learning and self-protection skills.

Substance misuse may be more prevalent amongst specific groups of children from particular demographics. However, this policy will ensure that whilst consideration must be given to individual circumstances, a consistent approach will be upheld in terms of detection and support of issues by school/setting staff. In this respect, the whole school will be consistent in the principles underpinning this policy and flexible with practice in order to take account of individual circumstances.

We work in association with the Local Authority and South East Wales Safeguarding Children Board to organise and facilitate training, as appropriate for all staff and governors.

Application of Policy

This policy applies:

- On school premises;
- Whilst pupils are travelling to and from school;

- During off-site visits/trips.

Teaching and learning

Trinity Fields School takes the issue of substance misuse (including New Psychoactive Substances) seriously and seeks to give quality education on substance misuse to all pupils. The aim is to empower children to make responsible, well informed decisions about substances and, whenever possible, to resist the temptation to use them. This includes smoking cigarettes (including the use of e-cigarettes and vape pens) and drinking alcohol.

We seek to provide accurate, unbiased information about substances to its pupils, taught through a life skills approach as an essential component of a broader programme linked to the Foundation Phase, Personal and Social Education (PSE), and National Curriculum Science.

The delivery of Substance Misuse Education within the school supports the United Nations Convention on the Rights of the Child (UNCRC), protecting all children and young people aged 0-17 years with their human rights;

Article 6: You have the right to life and grow up to be healthy.

Article 19: You should not be harmed and should be looked after and kept safe.

Article 33: You should be protected from dangerous drugs.

Curriculum

Substance Misuse education within the school is mainly delivered as part of the PSE programme and is delivered using creative teaching strategies that are carefully matched to pupils' individual abilities, ages and needs. It also forms part of the statutory science curriculum. The broad aims of Substance Misuse education is:

- For pupils to develop the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle, promote responsibility towards the use of legal and illegal substances and relate these to their own actions, both now and in their future lives.
- Develop an understanding about dangers in the home and outside environment.
- Understand that medicines are taken to make them feel better and that some drugs are dangerous.
- Take increasing responsibility for keeping the mind and body safe and healthy.
- Feel positive about themselves and be sensitive towards the feelings of others.
- Understand the harmful effects, both to themselves and others, of tobacco, alcohol, and other legal and illegal substances.

The organisation of the substance misuse education curriculum

Our substance misuse curriculum is coordinated by our Health and Wellbeing AoLE team; they are responsible for planning and evaluating the Substance Misuse Education curriculum throughout the school. In our school we deliver SME through planned lessons, as well as through coordinated cross-curricular teaching.

Resources used to complement the SME delivery

PSE is delivered through the SEAL resources. In a setting such as Trinity Fields all resources/teaching strategies need to reflect the highly complex needs of our pupils. We will make full use of all available resources to support this area of our work and will include:

- Christopher Winter Project "Teaching drug and alcohol education with confidence in Primary Schools"

- Tacade “Keys to Smoking” and “Keys to Alcohol” for children aged 7 – 11 years old
- Welsh Government ‘Fresh Start Wales’ lesson plan pack
- Supplementary Menu on Schoolbeat.org (Police Liaison Programme)
- SENSE DVD
- Growing Up Resource

The organisation of the substance misuse education curriculum

In our school we deliver SME both through discrete, planned lessons, as well as through coordinated cross-curricular teaching.

We welcome the involvement of visitors from external agencies to complement the core delivery by teaching staff. Our school is fully committed to delivering the All Wales School Liaison Core Programme in its entirety throughout the academic year. All visitors are supported in the classroom by a teacher and are informed about the school’s SME policy and scheme of work.

Resources used to complement the SME delivery

A separate SME policy and scheme of work has been developed to ensure the PSE Framework for Wales is fully delivered.

Involving outside agencies

Substance misuse programmes are tailored to meet the needs of all learners including those in vulnerable groups such as looked after children or children who have started to misuse substances. When necessary/appropriate, an individual plan is developed in order to meet the needs of particular children. In this respect, this school / setting seeks to support any pupil who has substance related problems through its robust pastoral system and good working relationships with outside agencies.

When outside agencies provide sessional learning opportunities for pupils, the school/setting will ensure that:

- The school/setting and the external provider have agreed the aims, content and approach to be adopted.
- The school/setting has checked that the work of the agency is known to them and is considered appropriate, in respect of safeguarding /child protection procedures.
- The school/setting has made the provider aware of any relevant school/setting policies.
- The school/setting has planned for the provider to be actively supported by a teacher at all times throughout the visit.

Responding to incidents and suspicions regarding substances

All staff must be prepared for incidents of substance related activity among our pupils not only in their social life outside school/setting, but within the school/setting itself. Perpetrators target children of school age as a vulnerable market, so we need to be vigilant on our pupils’ behalf, taking into consideration that pupils’ are possibly being exploited and groomed to drug mule.

It is important that everyone in the school/setting, staff, governors/management committee members, pupils and non-teaching staff know what the substance misuse policy is, what to do and particularly, who to go to when incidents occur.

The staff designated to handle such situations are:

- **Ian Elliott MBE**, Headteacher,
- **Tracey McGuirk**, Deputy Headteacher,

The Designate members of staff will maintain a close liaison with the Health and Wellbeing AoLE team to ensure that the educational programme retains its relevance to current issues within the locality. This will enable the PSE sessions to provide topical structured debate that will further empower pupils to make appropriate choices. Additionally, the designate will maintain up to date knowledge of the school liaison core programme and plan where appropriate within the school substance misuse curriculum.

Immediate action is needed when there is a clear risk to safety. For example:

1. An adult collecting a pupil appears to be under the influence of drink or drugs.
Action: apply locally agreed child protection procedures, involve the Police if adult is aggressive.
2. Substances are being supplied/easily accessed on or near school.
Action: contact Police.
3. A child/young person discloses that they are misusing drugs or their parent or other family members are misusing drugs.
Action: contact social services or Gwent Ngage for specialist advice on how to respond.

Guidance regarding the action to take if a member of staff encounters an incident of substance activity in school/setting is provided in **Appendix 2**. This includes advice in relation to the handling of any substances. This guidance is laminated and displayed in appropriate areas around this school/setting.

When a member of staff has reasonable cause to believe that a pupil is carrying or concealing illegal substances, even if there is no allegation of misuse on school/setting premises, a challenge will be made to the pupil. The pupil and their belongings will be moved to an appropriate area of the school/setting that ensures supervision by staff but privacy from other pupils. A senior member of staff will be called to gather relevant information from the child in the presence of another member of staff, and ensure any substances found, are properly secured. The pupil will be asked to provide an explanation of the concern, and asked to display their belongings for school/setting staff to check. If the pupil is not willing to comply with this request, the pupil should remain in the appropriate area whilst the Police and parents/carers are contacted.

Sanctions and support

This school/setting complies with the following guidance taken from the Welsh Government **Circular 171/2015**, *Exclusions from Schools and Pupil Referral Units*:

In making a decision on whether or not to exclude for a drug-related offence the headteacher should have regard to the school's published policy on substance misuse and should consult the appropriately trained members of school staff. The decision, however, will also depend on the precise circumstances of the case and the evidence available. In some cases fixed-term exclusion may be more appropriate than permanent exclusion. In more serious cases, an assessment of the incident should be made against criteria set out in the school's policy. This should be a key factor in determining whether permanent exclusion is an appropriate course of action.

In the light of the above guidance, exclusion is not an automatic response to substance misuse issues within our school/setting, we are very aware that the differing personal circumstances of pupils must be taken into account when considering appropriate sanctions and safety measures.

Communication

All incidents of substance misuse are reported by class teachers to the Designated Senior Person for Child Protection or the Headteacher. All school staff understand the issues relating to confidentiality. Pupils need to be confident that their rights will be respected, but also that the paramount factor in the guarantee of confidentiality will always be the pupil's safety. Staff receive appropriate guidance on issues of confidentiality.

Trinity Fields School promotes a culture whereby pupils are aware that they are able to approach any member of staff with a problem, and be secure in the knowledge that in making themselves vulnerable, their trust will not be abused. Parents/carers are aware of the policy the school/setting will follow in substance related incidents.

Dealing with the media

Substance use and misuse incidents can potentially receive a high level of media attention. If the school/setting receives enquiries from any media source, the Headteacher will direct the journalist or reporter to;

Stephen Pugh

Corporate Communications Manager, Corporate Services
Communications, Ty Penalta, Ystrad Mynach, Hengoed, CF82 7PG
01443 864264 / pughs@caerphilly.gov.uk

Under no circumstances will the names of individuals be released to the media.

Equality statement

Trinity Fields recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within our community and between pupils, parents, staff, governors/management committee members and partners.

We will also work to create equal access to support, for everyone, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh, BSL or any other language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

Further details will be found in the "Equalities Policy".

Policy review

The Headteacher will ensure that written records are maintained of any incidents. Regular reports will be shared with the Safeguarding Link Governor.

Effective monitoring of the policy will ensure that observations of the Substance Misuse Education lessons have taken place and that any input via external providers is appropriately evaluated. The Headteacher is responsible for the oversight of the completion of this process.

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Date of review: Autumn 2020		

As a Rights Respecting School we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC).

This policy enables our pupils to access and enjoy the following articles of the convention:

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.