



## CALLINGTON COMMUNITY COLLEGE

# SUBSTANCE USE AND MISUSE POLICY

### **Background information**

Callington Community College is a fully comprehensive maintained co-educational county college for students aged 11-18. Students come from rural areas in East Cornwall and reflect the wide social and limited ethnic and religious natures of this area.

### **Rationale**

In the light of the current evidence that young people's drug use is increasing, and shared concerns at local and national level, we wish to state that as part of its care for the welfare of its students, Callington Community College believes it has a duty to inform and educate young people on the consequences of drug use and misuse.

Callington Community College takes a pro-active stance on this matter, believing that health education is a vital part of the personal, social and health education of every student. The College condones neither the misuse of drugs, including alcohol, by members of the College nor the possession or supply of other dangerous/illegal substances.

Fundamental to our College values and practice is the principle of sharing the responsibility for the education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

Whilst we acknowledge the number of people who use and misuse substances is rising, it is seen as important to recognise that larger numbers of young people are choosing not to use or misuse substances. We will continue to support their differing needs.

### **Description of policy formation and consultation process**

The people involved, including consultation with students, parents, other agencies and community groups.

The stages/process undertaken:

Production of draft policy

Discussion with Headteacher, Deputy Headteacher and Head of Year

Consultation with student groups

Presentation to Governors

Summary included in prospectus.

Issues considered to include:

- a. the educational content in the curriculum (see appendix 1); and
- b. response to drug related incidents (see appendix 2, and reporting of serious incidents D11).

## **Aims and objectives**

### **What do we mean by drugs?**

Drugs may be defined as any chemical that brings about a change in a person's emotional state, body functioning or behaviour. By definition caffeine, alcohol, tobacco and prescribed medicines, solvents and illegal drugs are all contained within the spectrum of substances known as drugs.

For the purposes of the policy the term 'drugs' will be used to describe substances which interfere with a student's ability to learn, are potentially harmful, or are capable of misuse, including some whose possession and use are illegal.

The following categories of drugs are likely to cause most concern:

- drugs which interfere with a student's ability to learn – for example alcohol, magic mushrooms and solvents;
- drugs which are used but have a potentially harmful effect on student's health – for example tobacco;
- drugs which are illegal – for example cannabis, amphetamines, ecstasy and LSD;
- drugs which are misused in sport to enhance performance – for example analgesics and steroids.

### **Aim**

The aim of drug education is to enable young people to make healthy informed choices.

### **Objectives**

To help students to:

- acquire knowledge and understanding about the potential effects of drug use;
- develop their attitudes and skills, such as decision making and open and honest communication skills, they need to avoid the misuse of drugs;
- increase their knowledge of the social and personal issues relating to drugs;
- benefit from their own capacity to contribute to college policies on drug education.

To contribute to the development of appropriate behaviour by:

- minimising the number of young people who engage in drug misuse;
- informing those who are experimenting of the risks;
- encouraging those who are misusing drugs to stop;
- enabling any students who are misusing drugs or who have concerns about the misuse of drugs to seek help;
- minimising the proportions of users who adopt particularly dangerous form of misuse by referring them to support agencies.

## **Context**

Drug education should:

- be provided in the broader context of the teaching of health and personal education as part of a young person's life skills and preparation for adulthood;
- aim to involve governors and parents in drug education;
- be delivered in the context of the college as part of its wider community;
- take account of the age, gender, culture and social background of students at which it is targeted
- provide factual and accurate information;
- include referral routes for appropriate support;
- aim to help young people to develop the necessary social and personal skills described above.

## **Methods and organisation**

Drug education should:

- be delivered in a clear and open manner that informs without encouraging drug misuse;
- encourage active student participation;
- be provided at regular intervals throughout the college career;
- be provided by teachers with support from other professionals as appropriate, who have had relevant training, using advice and support from other agencies;
- be monitored, evaluated and regularly reviewed to inform further practice;
- be backed up with access to advice, counselling or help for young people and their families with problems or concerns.

## **Content headings**

### **Knowledge and information**

#### **Key Stage 3**

- Recognise personal responsibility for decisions about substance use.
- Know the basic facts about substances including their effect and relevant legislation.
- Be aware of myths, misconceptions and stereotypes linked with substance use.
- Develop appropriate techniques for coping with situations in which substance use occurs.

#### **Key Stage 4**

- Explore the historical, cultural, political, social and economic factors relating to the production, distribution of drugs world-wide.
- Understand that Britain is a drug-using society and recognise the different patterns of use and their effects, e.g. transmission of HIV infection through shared needles and the detrimental effect on the foetus of all types of drug use.
- Recognise that individuals are responsible for choices they make about drug use.
- Be able to analyse safe levels of intake e.g. tobacco use is never safe, limited use of alcohol may be.
- Discuss the role of the media in influencing attitudes towards drugs, particularly smoking and alcohol;
- Be able to communicate effectively and confidently with those who administer medication. (See also Appendix 1).

## **Equal opportunities**

This related to bi-lingual learners, the visual or hearing impaired, rather than gender or ethnic origin. (see Equal Opportunities D42).

## **Organisation of substance use and misuse programme**

Person responsible for planning and delivery – Jennie Kramer Head of Citizenship and PSHE

Persons responsible delegated to deal with drug related incidents – all Year Heads: Geoff Lee, Judith Rockcliffe-King, Paul Dew, Sally Humphries, Jason Wood, Neil Moore and the senior management team.

The programme will be taught by the PSHE and Science Department and the Youth Affairs Officer.

Methodology is based around the drugs toolkit Dice programme and Frank. There is also a process of negotiation with students to check that their agenda is being addressed. Most work involves group work and class discussion.

Classes are mixed sex.

TICTAC is also available for advice support.

## **Statement on specific issues**

‘Advice’, information and referral (individually and in the classroom). Honest and unbiased information should be given according to the agreed policy. Staff are warned that individual advice about a student’s personal use of substances is not appropriate but that the provision of information about other sources of help and confidential advice is.

### **a) Confidentiality /disclosure**

Staff are reminded to follow Callington Community College’s policy on confidential issues. They are reminded that if they suspect a student is in moral or physical danger they must pass on the information to a senior member of staff designated to deal with such issues.

Clarification of attitudes towards harm reduction strategies. It is not recommended that the safer use of illegal substances is dealt with as part of the College programme. However, this may be a strategy used by other agencies to whom young people already experimenting are referred. Those working in Student Referral Units and certain Special Colleges might consider the use of such ‘safer use’ strategies with their students depending on individual needs.

### **b) Behaviour management response to drug related incidents**

See summary of Appendix 2 and The Reporting of Serious Incidents D11.

### **c) Complaint procedures**

Any complaint about Drug Education curriculum should be made to the Headteacher who will report to the Governors via the link governor. (See Monitoring and Reviewing (c)).

Procedures for the curriculum involvement of visitors and other agencies, Devon and Cornwall Constabulary Youth Affairs Officers, Health Promotion Officers, Fresh Fields Service and the educational advisory service are recommended.

Procedures for supporting any members of our community infected and affected by blood born viruses such as HIV, Hepatitis B and C. (See Policy on HIV/AIDS – D24) (H&S Policy D35).

## **Working with parents**

We should be considering procedures for working with parents – workshops, support parents, multi-agency approach.

## **Dissemination of the policy**

A summary of this policy will be in the college prospectus and student planner. The full policy, appendices and full programmes of study will be available on request to parents, the LEA and OFSTED through the Headteacher and PSHE Co-ordinator.

Other policies which have relevance to drug education:

Equal opportunities

Bullying

Child protection

HIV/AIDS

The Reporting of Serious Incidents.

## **Procedures for Policy Monitoring and Evaluation**

- a) Drug education will be monitored by the Headteacher and the PSHE Co-ordinator.
- b) An annual report will be made to the Governors and a summary included in their annual report to parents. The full policy will be made available to all parents when their child enters the college.
- c) A nominated governor will have a link role between the college and the governing body.

**Additional information to be appended.**

### **Appendix 1**

**The drug education programme will include:**

#### **Key Stage 3**

### **Knowledge and understanding**

- College rules relating to medicine, alcohol, tobacco, solvents and illegal drugs and responses to drug related incidents.
- Information about legal drugs (including prescribed and over-the-counter medicines) and illegal drugs, their effects and associated health risks.
- Scientific terminology including the following words: use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal and adulteration.
- Different categories of drugs – including stimulants, depressants, analgesics and hallucinogens.
- The law relating to drugs.
- The misuse of drugs in sport.
- The effects of different levels of intake and alcohol.
- Advice and support within the locality, national helplines and organisations.

## **Skills**

- Identifying health risks.
- Communicating with peers, parents and professionals.
- Decision making and assertiveness in situations relating to drug misuse.
- Giving and securing help if needed (for example, placing someone in the recovery position).

## **Attitudes**

- Attitudes and beliefs about drugs and drug users among different groups in society.
- Impact of the media and advertising on young people's thinking.
- Attitudes towards drugs and laws relating to drugs.
- Recognition of oneself as a role model and acceptance of responsibility for one's actions.
- Taking responsibility for one's own, and other people's safety.

## **Key Stage 4**

### **Knowledge and understanding**

- College rules relating to medicines, alcohol, tobacco, solvents and illegal substances and responses to drug related incidents.
- Information about substances including their legal status, effects and appearance.
- Personal, social, financial, biological and psychological effects of drug misuse.
- Patterns of drug misuse locally and nationally and the impact on the community and wider society.
- Dangers associated with particular substances, mixing of substances and specific environments and moods.
- Drug policy in this country including education, prevention, policing and legal aspects, penalties, treatment and rehabilitation.
- Legal responsibilities and rights.
- The services provided by local and national advice and support agencies.

## **Skills**

- Identifying and assessing skills.
- Communicating with peers, parents and professionals.
- Decision making and assertiveness in situations relating to drug misuse.
- Managing conflict and aggressive behaviour.
- Communication drug advice to other young people.
- Giving and securing help if needed for a variety of situations.

## **Attitudes**

- Social and cultural influences on young people.
- Attitudes towards substances, drug users and mis-users and laws relating to substances, including licensing and retailing laws.
- Individuals' responsibility for their own actions.

## **Appendix 2**

### **Policy guidelines on responding to drug related incidents**

#### **Introduction**

It is helpful to remember the importance of focusing on the behaviour of the young person as being unacceptable rather than the young person him or herself. Consideration of how this unacceptable behaviour may relate to other 'crimes' such as theft, lying, damage and violence by young people is important.

#### **Substances**

The college will take responsive action if the following categories of substances are suspected, used, possessed or dealt:

- substances which are controlled/illegal (for example cannabis, amphetamines, ecstasy, LSD)
- prescribed substances which are used;
- substances which interfere with a student's ability to learn (for example alcohol, magic mushrooms, solvents);
- substances which have a harmful effect on a student's health (for example tobacco);
- substances which are mis-used to enhance performance (for example analgesics or steroids).

#### **Aims**

The aims of these procedures are to:

- Maintain the ethos of the college;
- Uphold the agreed behaviour management policy;
- Reduce situations of risk for the majority;
- Deter future occurrences;
- Meet the needs of the offending student and his or her family.

#### **Good practice**

Good practice includes arrangements in which:

- All incidents of this nature are referred to a nominated senior member of staff who is used to dealing with sensitive issues and confidentiality.  
Head of Section – (see The Reporting of Serious Incidents D11).
- Suspected drug and any associated equipment to be removed/confiscated by the member of staff concerned. (See AIDS and HIV D24). Such items should be passed on to the Head of year. Record the sequence of events, number of people involved should be kept to a minimum.
- Staff are reminded to be aware of the sensitivities of searching. While it is permissible to invite a student to hand over items, open bags, empty pockets, etc. It is not permissible to search their person. The Children's Act has made colleges aware of the need to respect the personal dignity of children and the need to protect staff from personal contact with them.
- The college should be vigilant in checking premises and grounds for health and safety hazards including signs of any discarded equipment that may be substances related.

## Types of incident

Incidents involving suspected substances legal or illegal may involve:

- a) Illness or inappropriate behaviour as a result of a substance misuse;
- b) Possession of suspected substances for own use;
- c) Sharing/dealing in suspected substances;
- d) Rumour of the above.

These may be through the involvement of a student, visitor or family member in the college community.

## Boundaries and Responsibility

<b>Illness/Inappropriate Behaviour</b>	<b>Suspected Possession</b>	<b>Suspected Dealing/Sharing</b>
<p><b>Member of staff will:</b></p> <ul style="list-style-type: none"> <li>• Perform usual First Aid procedures</li> <li>• Call First Aider</li> <li>• Make casualty safe and comfortable</li> <li>• Remove any substance and/or equipment, seal and store securely or send with casualty if necessary.</li> </ul>	<p><b>Member of staff will:</b></p> <ul style="list-style-type: none"> <li>• Question student(s)</li> <li>• Remove substance and equipment if possible</li> <li>• Report to Head of Year</li> <li>• Record details of incident.</li> </ul>	<p><b>Member of staff will:</b></p> <ul style="list-style-type: none"> <li>• Report suspicion to Head of Year</li> <li>• Remove substance and equipment if possible</li> <li>• Collect all other information and write a report.</li> </ul>
<ul style="list-style-type: none"> <li>• First Aider will:</li> <li>• Check against known medical conditions and prescriptions on record</li> <li>• Determine disposal back to class, to parents or ambulance/medical centre.</li> </ul>		
<p><b>Head of Year will:</b></p> <ul style="list-style-type: none"> <li>• Carry out policy on ‘The Reporting of Serious Incidents’</li> <li>• Inform Headteacher</li> <li>• Inform parents</li> <li>• Inform Youth Affairs Officer if appropriate.</li> </ul>	<p><b>Head of Year will:</b></p> <ul style="list-style-type: none"> <li>• Carry out policy on ‘The Reporting of Serious Incidents’</li> <li>• Inform Headteacher</li> <li>• Inform parents</li> <li>• Inform Youth Affairs Officer if appropriate.</li> </ul>	<p><b>Head of Year will:</b></p> <ul style="list-style-type: none"> <li>• Carry out policy on ‘The Reporting of Serious Incidents’</li> <li>• Inform Headteacher</li> <li>• Inform parents</li> <li>• Inform Youth Affairs Officer if appropriate.</li> </ul>

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