



Ysgol Gymunedol **Llangatwg**
Llangatwg Community School

Main Road | Cadoxton | Neath | SA10 8DB

Substance Misuse Policy

Ysbrydoli Dyheu Llwyddo **Inspire Aspire Succeed**

Mission Statement

Our aim is to create a school environment that is free from substance misuse. While we appreciate that in today's society this may not be absolutely possible, only by making this our determined aim can we achieve the highest quality of life for members of our school family.

Rationale

The school recognises that we are part of a society where substances are increasingly prevalent, and where adults and young people alike are under increasing pressure to experiment with them.

We further recognise that this situation is not a temporary, or static state of affairs, but presents an ongoing challenge to our aim of providing a safe and caring environment for our pupils and staff.

The school has a responsibility to educate our pupils so that their actions are based on knowledge and accurate information, 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 should be fully involved in what we do, and they will be included from the outset in anything that affects their children.

The Need For A Policy

This policy emphasises the school's pastoral role and pro-active approach to substance misuse and states a clear view on handling any substance misuse issues in school. In developing this policy the school has considered its legal responsibility, the needs of pupils, teachers, governors, parents and the local community.

School Culture

The most effective resource in substance education to any school is the pupils. They are more likely to influence their peers than parents or staff. We are seeking to create a climate in school where pupils look out for other pupils' welfare. Pupils are encouraged to be open.

Parents are easily overlooked in considering what is best to do for their children's welfare, but they have greater right to be included than we do. Therefore, parents should be included in the process, and where necessary attempts made to bridge the gap that separates the lifestyle of young people from their parents, and the society that school reflects.

Definitions

What Are Substances?

The school considers the definition of substance to include: legal substance e.g. medicines, illegal substances, alcohol, tobacco, solvents and volatile substances. The School observes a defined policy on the administration of medicines, please refer to policy manual.

Substance Use

This refers to the consumption (ingestion, inhalation, injection) of a substance, which does not cause any perceived immediate harm – even though it may carry some risk.

Substance Misuse

This refers to the consumption (ingestion, inhalation, injection) of a substance, or combination of substances, that harms health or social functioning, either creating dependant use (physical or psychological), or that use is part of problematic or harmful behaviour.

Substance Misuse Incident

A specific event, at school, involving one or more substances and, requiring action by school staff.

Substance Misuse Education Programme

The school is committed to education on substances for all pupils. This will be integrated into a programme of health education, which at a minimum, is designed to meet science orders for Key Stage 3 and 4 of the National Curriculum. Where appropriate, opportunities within the Personal and Social Education curriculum will be used for delivery of the above programme.

Additionally, there may be topics outside the above which need to be addressed. In all instances the programme will concentrate on development of appropriate skills attitudes and values as identified in PSE Framework 1999, to encourage informed judgement and choice on matters which affect health and wellbeing.

The learning outcomes for the programme will be those recommended by PSE Framework 1999, and the curriculum content will be supported by the ethos of the school and its culture. The programme will be developed, monitored and evaluated by the PSE Co-ordinator.

Teachers will answer pupils' questions openly and honestly, giving due attention to the maturity and understanding of the pupils concerned. The Key Stage 3 programme will build on the knowledge and understanding of pupils gained from the TALK HEALTH programme studied in Primary Schools. Progression through the Key Stage 3 and 4 will be informed by ACCACs advice in the PSE framework.

Outside speakers/agencies, e.g. health visitors, police school liaison officers, etc., are used to provide expertise and facilities not possible from within school resources. Such agencies are called upon to assist in the delivery of this programme.

The school works in association with the Local Education Authority to organise and facilitate training for pastoral staff, appropriate non-teaching staff and governors.

Responding To Incidents

All staff must be prepared for incidents of substance related activity among our pupils not only in their social life outside school, but within the school itself. Powerful vested interests target young people of school age as vulnerable market, so we need to be vigilant on our pupils' behalf.

It is important that everyone in school, teachers, governors, pupils and non-teaching staff know what our substance misuse policy is, what to do and particularly, who to go to when incidents occur.

The staff designated to handle such situations are: the **Headteacher, Deputy Headteacher, Assistant Headteacher and Keystage Learning Leaders**, They have the contacts with outside agencies to initiate suitable action. However, the effectiveness of class teachers who have a rapport with their pupils cannot be over emphasised. They are invaluable both in acting as 'early warning systems' in identifying substance use and misuse amongst pupils, and in providing sympathetic ears to pupils who might be diffident in seeking help for themselves or their friends.

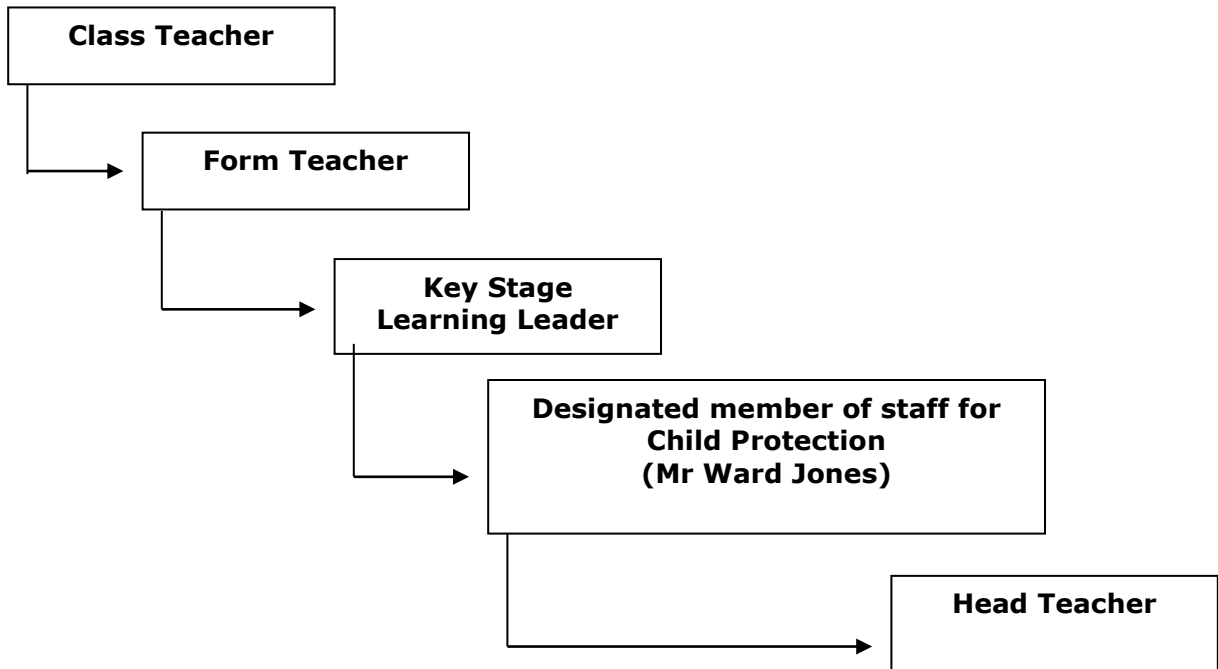
Exclusion related to substance misuse

This guidance is taken from the National Assembly for Wales Circular 3/99. Pupils Support and Social Inclusion.

In cases of substance misuse, exclusion should not automatically be seen as the first and only option. Permanent exclusion may be a necessary response in some cases. In other cases, fixed term exclusions may be more appropriate. Whatever course of action is embarked upon schools need to ensure that the needs of the individuals involved (as well as their peers), is taken into account. This must be seen in terms of educational and personal development, while recognising that permanent exclusion may make a young person vulnerable to exposure to substance misuse. It is for schools to decide what action to take, based on their own school's Policy on Substance Misuse. Exclusion should be seen as only one of many responses.

Llangatwg Community School will assess each incident individually according to the situation and context.

Communications



All incidents of substance misuse are to be reported by class teachers to the Designated Child Protection Officer using the above mechanism. Information is to be recorded on the Drug Related Incident sheet. Appendix 1.

Confidentiality must be understood by all concerned. Pupils need to be confident that rights will be respected, but also that the paramount factor in the guarantee of confidentiality will always be their safety. Staff should receive appropriate guidance on issues of confidentiality.

Pupils should be 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 need to be aware of the policy the school will follow in substance related incidents. They will be reassured that they too can safely confide any concerns to school, this will strengthen the home/school partnership, and help combat the issue of substance misuse.

Child Protection issues are paramount if substance misuse incidents are identified.

Staff Action Guide: Substance Misuse Activity In School

What follows is based on our primary concern for the safety and health of the pupil concerned, whenever any member of staff encounters an incident of substance activity in school.

Immediate Staff Response

- ❖ Contact Keystage Learning Leader or member of SLT without delay.
- ❖ Seize and retain the substance concerned and transfer it to the above.
- ❖ Obtain an appropriate adult witness* statement, regarding the type and quantity of substance, and if relevant, method of disposal.

* Examples of appropriate witnesses are, pharmacist, police liaison officer, GP

Medical, Legal and Pastoral Procedure

- ❖ Assess is there a medical emergency? If so call an ambulance immediately.

If pupil is hallucinating, **Do Not Challenge** his/her statement or perceptions. This could be dangerous. Try to remove the pupils to a quiet, non-threatening environment.
- ❖ Make an early decision to inform the parent/carer. It is always advisable, when the initial emergency is over, to contact parent/carer for information and consultation.
- ❖ Make an early decision on which other agencies also need to be informed/involved. For example, educational welfare officer, social services, police, child and family consultation group, educational psychologist.
- ❖ Consult with Policy Community Liaison Officer regarding legal implications.
- ❖ Decide if situation warrants informing general/particular pupil population.
- ❖ Liaise with other agencies involved regarding longer-term pupil counselling, family involvement etc.
- ❖ Consider if review of school policy or curriculum provision is required as a result of incident.

Application of Policy

It is expected by the school that the school policy of substance misuse should apply:

- ❖ On school premises.
- ❖ While pupils are travelling to and from school.
- ❖ On school organised excursions.

Staff should endeavour to do everything practicable to ensure that the policy is adhered to.

Monitoring the Policy

Progress Manager should keep written records of any incidents, which should be shared with SLT on a termly basis. An annual report should be submitted to the Governing Body at the end of the academic year and review of school policy – curriculum provision if required.