



**YSGOL
LLANFYLLIN**

Substance Misuse Policy

Senior Leader: -	Mrs Jenna Graham
Chair of Governors: -	Mr Graeme Hunter

Date Adopted: -	September 2023	Review Date: -	September 2024
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Rationale

This policy has been written in conjunction with staff, pupils and governors and key partners. The main aim of this policy is to help children and young people resist substance misuse in order to achieve their full potential in society. Effective substance misuse guidance enables children and young people to make responsible, well informed decisions about their lives. This policy approach ensures that it is not delivered in isolation but as part of the Whole School Approach to Emotional and Mental Wellbeing in Wales. The school will endeavour to support pupils with their own and/or with their family member's substance misuse. Within the schools' Learning and Wellbeing Department, appropriate intervention and education programmes will be considered e.g. counselling and education about smoking via local projects. Relevant staff will give due consideration to the identification and support of vulnerable, at risk pupils.

Development Process

This revision of the school substance misuse policy follows consultation with all staff, governors, School Council, Public Health Wales, and the Police. The format is taken from the documents: [guidance-for-substance-misuse-education.pdf \(gov.wales\)](#)

Definitions and Terminology

This policy covers the wide range of substances, both legal and illegal which are misused in Wales. This policy also includes e-cigarettes – which should be treated the same as regular cigarettes. The standard definition used in this policy for substance misuse is:

‘A substance people take to change the way they feel, think or behave’ United Nations.

Under the Misuse of Drugs Act 1971 the following are offences:

- ✓ Possession of a drug unlawfully
- ✓ Possession of a controlled drug with intent to supply it
- ✓ Supplying or offering to supply a controlled drug (even where no charge is made for the drug)
- ✓ Allowing premises you occupy or manage to be used unlawfully for the purpose
- ✓ of producing or supplying controlled drugs

The School and governors have a responsibility to ensure that the activity of pupils, staff and visitors adheres to the law relating to substance misuse. In order to comply with these requirements of this policy, the Headteacher will:

- ✓ Ensure the Substance Misuse Policy is in place and that it is understood by all relevant individuals including pupils
- ✓ Maintain vigilance over the school premises and grounds through the duty teams operating to the best of their abilities within the constraints of time and coverage
- ✓ Establish systems to oversee and co-ordinate substance misuse procedures
- ✓ Keep a record of all substance misuse incidents via ClassCharts
- ✓ Follow any advice from police and liaise closely with them to ensure that there is an agreed local policy for dealing with the range of illegal substance misuse incidents which might arise.

In all matters appertaining to managing substance misuse, the first concern must always be the health and safety of the whole school community.

Purpose/Principles of the Policy

- ✓ To establish the legal requirements and responsibilities of the school and clarify their approach to substance misuse for all staff, pupils and governors, parents/carers, external agencies and the wider community.
- ✓ Enable staff to manage incidents of substance misuse with confidence and consistency, ensuring their response complements the overall approach to the values and the ethos of the school, whilst ensuring the best interests of those involved.
- ✓ Reinforce and safeguard the health and safety of pupils and whole school community and others who use the school.
- ✓ Give guidance on developing, implementing and monitoring the schools Wellbeing programme in conjunction with the whole school approach to emotional and mental wellbeing.
- ✓ Provide a basis for evaluating the effectiveness of the school substance misuse education programme.

Broad Guidelines

- ✓ The procedures and practices of this policy relate to all times of the day both within the school boundaries and beyond the school premises. Students working in part with other educational organisations are bound by the same procedures as if they were on the school site, as will be the case with school visits regardless of the rules / laws of the venue or host country.
- ✓ The policy applies to all staff, pupils, parents/carers, governors and partner agencies working with the school.
- ✓ A wide variety of frameworks will be used to deliver the substance misuse education programme e.g. the use of assemblies, tutorial time, cross-curricular activities, All Wales Police Programme, AGORED and JIGSAW. Staff support will be provided and training encouraged.
- ✓ The School will ensure that all incidents are recorded (appendix 1) and that the school procedures are followed (ClassCharts/provision Maps)
- ✓ Schools will engage with the School Police Liaison Officer, local police and relevant Powys County Council departments in all methods of prevention and deterrence.

Staff with key responsibilities

- ✓ The following members of staff have a key role in overseeing and co-ordinating substance misuse procedures:

Name	Role	Responsibility
Jenna Graham	Assistant Head teacher	Behaviour and Wellbeing
Llyr Thomas	Deputy Head teacher	Designated Safeguarding Lead
Craig Lewis	Director of Learning	Health and Wellbeing

Staff support and training

In-school induction

It is essential that all school staff have general substance misuse awareness and a good understanding of the school's Substance Misuse Policy and other related policies.

Continuing Professional Development

All staff will receive updates on relevant substance misuse related matters. Those directly involved in the delivery of substance misuse education will receive appropriate training in knowledge, skills and teaching methodology before they are expected to deliver programmes of study.

Substance Misuse Education in the Curriculum

A balanced approach will be taken to develop knowledge, skills and understanding. Pupils will be given opportunities to clarify their attitudes, skills and understanding about drugs.

Ysgol Llanfyllin will ensure that a planned and co-ordinated programme of substance misuse education is in place. They will monitor and evaluate drug education as part of the Wellbeing provision and the Wales Police Programme will supplement the delivery of JIGSAW/AGROED. Outside agency input will be evaluated by relevant staff monitoring delivery and resources and via the use of 'pupil voice.'

Programme of Study - Foundation – Y6

- ✓ Substance misuse is taught through the Health Me Puzzle

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Key Stage 3 programme

- ✓ Substance misuse is taught through the Health Me Puzzle

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

Ysgol Llanfyllin substance Misuse programme is also supported by the Wales Police School Programme outlined below



Lesson Matrix 2023/24

School Year	Critical Core	Targeted Delivery	Support Menu
Y1		Y1-2 Safety/Domestic Abuse Safe Haven	Y0-2 Safety People Who Help Us Y1 Safety Playing Safe
Y2			Y2 Drugs Who? What? Where? Y2 Behaviour Right and Wrong
Y3		Y3 Internet Safety Stay SMART	Y3 Bullying Sticks and Stones
Y4		Y4 Drugs Sinister Substances Y4 Safety/Abuse Friend or Foe	
Y5	Y5-6 Drugs It's Your Choice	Y5 Internet Safety/ Cyberbullying Be Cyber Safe Y5-6 Anti-Social Behaviour I Didn't Think	Y5 Anti-Social Behaviour The Park Y5-6 Mobile Phones Picture This!
Y6	Y6 CSA/E Griff's Story		Y6 Drugs/Alcohol and Solvents So, What's the Problem? Y6 Safer Relationships The Right to Be Safe
Y7	Y7 Drugs/Alcohol Thinking About Drinking	Y7 Sexting Risky Pics	Y7 Drugs/NPS New and Nasty Y7 Consequences of Crime Kiddo's Choice
Y8	Y8 Drugs Rue the Day	Y8 Internet Safety Look Who's Talking Y8 County Lines Tricked and Trapped	Y8 Bullying Breaking the Cycle Y8 Cyber Crime Don't Cross the Line Y8 Extremism and Radicalisation Extreme Encounters Y8 Anti-Social Behaviour New Lesson *Content in development
Y9	Y9 Sexual Exploitation Dangerous Deception *Content in development Y9 Drugs/Alcohol Double Trouble Y9-11 Sexual Consent No Means No	Y9 Safer Relationships /Domestic Abuse Hidden Hurt	Y9 Safety Why Weapons?
Y10	Y10 Drugs Class Act		Y10-11 Drugs/SIEDs Vanity Insanity Y10 Diversity Save Me! Y10 Safety/Car Crime Fatal Distraction
Y11			Y11-13 Safety/ Traffic Collisions Olivia

Further information available from [SchoolBeat.cymru](https://www.schoolbeat.cymru)

Key Stage 4 programme includes:

- ✓ Pupils are taught through the AGORED programme focusing on 2 issues, substance misuse and the effects of alcohol

Key Stage 5 Programme of Study

- ✓ Wales School Police Programme/Outside Agencies

Policy Exceptions

Although illegal substances have no place in school, there are instances where some substances may legitimately be in school:

- ✓ Medicines: Prescribed medicines are only permitted for use when authorised by letter from parent to school and for the sole use of child. If the prescribed medicine is long term, the information will be recorded on individual health plans. There are set procedures for storing and administering medicines in school. See Appendix 2
- ✓ Volatile substances:

Those used by specific departments in school. Alcohol: If alcohol is authorised at school, for example at parent or community events, the arrangement for storage or use should be adhered to. It is an offence under the Licensing Act 1964 to sell alcohol without a license. The school may obtain an occasional license to sell alcohol under the Licensing (Occasional Permissions) Act 1983. However, no license would be needed by the school to offer alcohol at school events (where no sale takes place) or to store alcohol.

Managing Incidents of Substance Misuse

The purpose of these procedures is to clearly define our response to substance related incidents and so protect pupils from exposure to substance misuse whilst they are under the school's care.

Immediate action may be required when there is a clear risk to safety (appendix 3)

Confidentiality

Confidentiality within a relationship means that information shared in this environment of openness should not be in the public domain. It does not need to imply secrecy. An important criterion of a confidential conversation is to agree what will happen to the information disclosed. No guarantee of confidentiality can be made, and this will be made clear at the outset. There is no general duty in criminal law to disclose information about substance misuse except under the Misuse of Drugs Act 1971, where an offence is committed if an individual allows a premises to be used for smoking cannabis or opium, or the production, supply, administration or use of controlled drugs, and nothing is done to stop it. Confidentiality may be broken against the wishes of the person confiding the information when necessary:

- ✓ where there is a children and young people safeguarding issue
- ✓ where the life of a person is at risk or there is risk of serious harm to others
- ✓ when criminal offences are disclosed.

Staff who become aware of difficulties or incidents involving pupils and substance misuse should inform a member of the Senior Leadership Team.

When pupils are interviewed, two members of staff should be present. The response will depend on the type and degree of risk, with some situations requiring immediate action (See Appendix 2)

- ✓ Suspicion or Rumour
- ✓ Medical Emergency
- ✓ Actual Incident

Actions requiring referral to other organisations include:

- ✓ Investigation of criminal activity, including searching persons or personal property.

- ✓ Apart from immediate first aid, any health or medical emergency which will be attended by appropriate medical personnel.
- ✓ Assessment and providing support and services to vulnerable or troubled children and families are matters for social services.
- ✓ Counselling and drug treatment programmes require trained staff, normally
- ✓ Accessible through social services, health or specialist substance misuse services.

Supervision

As part of their duty of care and as a security measure, anyone suspected of using, being in possession of, or under the influence of a legal or illegal substance should be supervised at all times, in isolation.

The purpose of these procedures is to enable pupils to fully understand the consequences of substance misuse both in and outside of school so that informed choices can be made in the future. The procedures are also to protect pupils from exposure to substance misuse whilst they are under the school's care.

Drugs and alcohol affect behaviour. The fact that drugs or alcohol have caused a student to behave inappropriately will not be seen as a mitigating factor – the behaviour will be punished using the normal range of school sanctions.

It would be normal practice to contact the police according to the agreed protocol if a search is required or if there is a concern about dealing in illegal drugs. In cases of possession, the decision to contact police is discretionary.

Searching

- ✓ Only SLT/PM/ HOY may conduct a search and 2 members of staff must be present. Pupils are asked to empty their own property initially and staff to ask to check bags and coats once completed by pupil. Pupils to be asked to turn out their own pockets, socks and shoes.
- ✓ If a pupil fails to comply with a request to search property when they are suspected of substance misuse, senior staff may contact parents and the police.
- ✓ Staff may search school property e.g. lockers, although prior permission should be sought. Searches may be conducted even if permission is refused.

On finding a substance

- ✓ If legal substances (including cigarettes, e-cigarettes and tobacco) are confiscated they should be given to the head or deputy headteacher. Parents can collect the confiscated property if they so wish.
- ✓ If illegal substances are confiscated or found, they should be kept in a safe and secure place in school until they can be handed over to the police. Staff must not store them in their own bags, car or home.
- ✓ A Substance Misuse Incident Form is available for illegal substance misuse incidents (appendix 1). Cigarette, vaping, e-cigarette incidents will be recorded on Classcharts.

A pupil in possession of or using alcohol or drugs or involved in substance misuse on school premises may result in exclusion. Depending on the incident, this may be fixed term or permanent. A supervised, programmed reintegration (including a Pastoral Support Plan, restricted movement and privileges, meeting with appropriate agencies) may be implemented on return to the school.

A pupil found to be supplying illegal substances, i.e. bringing illegal drugs onto our school site and sharing or providing it to others, may be permanently excluded from school. It is important to note that a person is supplying drugs when passing or sharing it with others. It does not have to involve the exchange of money.

It is not the role of the school to provide medical care to those under the influence of drink or drugs. If a child is at risk because of impaired mental state, parents will be contacted and required to take control of their child. Failing that, any emergency contact could be asked to assist. Failing that, social services and police will be called for advice.

A child will not be released to walk, cycle or catch the bus home if there is concern about mental impairment resulting from drink or drugs. If necessary, reasonable force may be used to restrain the child. Any employee is authorised to use reasonable force in these circumstances.

Contact with parents

There will be a reasonable attempt to contact parents to inform them that a search will be taking place. Parents do not have the right to prevent such a search nor to delay it unduly. The police are limited in their powers to detain a person in advance of a search. If parents can be contacted and are able to attend the school site, they should be escorted to the room in which the search is to take place. Parents will not be informed by the school when:

- ✓ There are child protection concerns.
- ✓ It would interfere with a school investigation
- ✓ It would interfere with a police investigation
- ✓ It could result in greater harm to the child for another reason.

Contact with Police

The school will contact the School Community Police Officer and will follow the School Crime Beat: A protocol supporting schools with incidents of crime and disorder. A copy of this can be found at www.schoolbeat.org. If a pupil is suspected but not proven, the agreed police protocol will be implemented.

Out of school procedures

The school has no role in dealing with drug incidents outside school hours and premises other than:

- ✓ On school trips and visits, when the same rules and procedures should be applied as far as is reasonable and practicable.
- ✓ To the extent that the effect of some substances may persist into school time.
- ✓ By passing information onto relevant agencies when the safety or well being of students is threatened.
- ✓ To assist police in preventing the use of land surrounding the school for drug trading.

Dealing with the media

It is important that staff do not report incidents and/or issues concerning drug misuse to the local press and media generally. The Headteacher, in consultation with the LA and Governors will deal personally with all media matters. All media enquiries need to be referred to the County Council's press office by the Headteacher.

Substance Misuse incidents involving adults

This guidance applies also to:

- ✓ Teachers
- ✓ Non-teaching staff
- ✓ Any other adult involved in any school activity, on or off the school site

Procedure for dealing with incidents involving staff

Substance misuse related incidents involving staff is subject to Powys County Council's Employment and Disciplinary Policy and procedures.

Substance misuse outside school hours could adversely affect job performance and so trigger competency procedures. If the effects of misuse are such that student or staff safety is at risk, the member of staff can be suspended pending disciplinary action. This may include dismissal.

Staff are obliged to cooperate with testing procedures, including giving biological specimens for analysis when there is reasonable suspicion of substance abuse. Refusal to cooperate is a disciplinary offence that could result in disciplinary action including dismissal.

Supply of illegal drugs or alcohol to school students in school or on school visits is potentially gross professional misconduct and would normally be reported to the General Teaching Council for Wales.

This procedure should be read in conjunction with the staff (teaching) disciplinary procedures.

Procedure for dealing with adults (not staff)

The school is not able to release pupils into the care of other adults where there is a possibility of harm to that pupil. Where there is evidence that parents or carers arriving at school to collect children are under the influence of drugs or alcohol, either social services or the police will be contacted in line with the school's child protection policy.

Where any member of the school community, staff, parent or visitor is or appears to be under the influence of alcohol or illegal drugs on the school premises they will be asked to leave immediately and action taken to ensure their safety, with supervision if necessary. Where illegal substances are involved, the police will be informed.

Smoking

To promote and protect the health, wellbeing and safety of the whole school staff and pupils the school and all its buildings, grounds and school transport are SMOKE FREE (including e-cigarettes).

The policy applies to – all teaching staff - permanent, temporary, full or part time and supply; peripatetic teachers; support staff; canteen staff; caretakers and cleaners; administration staff; students on placement; contractors; parents/visitors; committee members such as governors, PTA; and all pupils

Pupils

Pupils will learn about the benefits of being smoke-free through a variety of lessons/initiatives. Any pupil caught smoking on the school site or property will be subjected to the sanctions detailed in this document. Any pupil wishing to stop smoking should be put in contact with the school nurse. E-cigarettes will be dealt with in the same way.

Staff

There will be no designated smoking areas. Smoking will not be permitted on the school site or in the immediate vicinity, whereby smoke may affect other employees or pupils or portray a negative image of the school. Anyone wishing to smoke whilst on official breaks or whilst clocked off must leave the immediate vicinity of the school premises. Staff are recognised role models and as such are required not to smoke in sight of pupils at any time when on school business.

A breach of the policy by staff will be treated as a disciplinary issue and the full range of disciplinary penalties as described in the schools Disciplinary Procedures can be imposed. This includes visits and offsite activities. E cigarettes are not accepted as an alternative.

Any member of staff wishing to stop smoking can contact Stop Smoking Wales (0800 0852219) or contact Occupational Health

Visitors and Parents

Visitors and parents should be asked to extinguish their cigarettes if they are on school premises in line with the school policy. E cigarettes are not accepted as an alternative.

Monitoring & Evaluating

A comprehensive substance misuse education programme is provided by the school in conjunction with staff, Police Liaison Officer and other relevant agencies/ partners.

The Governing Body will be invited to monitor the development of the school's response to substance misuse.

Location and Dissemination

This policy will be on the School Website.

Context of Policy and Relationship to other Policies.

This substance misuse policy has links with the following policies:

- ✓ Anti-Bullying Policy
- ✓ Health and Safety Policy
- ✓ Educational Visits Policy
- ✓ Safeguarding Policy
- ✓ Health and Wellbeing Policy

Conclusion

The main aim of this policy is to help children and young people resist substance misuse in order to achieve their full potential in society and to enable the school to manage incidents of substance misuse efficiently and sensitively. This policy ensures that substance misuse is not delivered in isolation but as part of the approach within the Personal and Social Education delivery.

Outside Agencies

- ✓ The Filter Wales Organisation
- ✓ UP2U
- ✓ Switched on
- ✓ www.red-button.org (website)

Appendix 1: Incident Forms

School/Organisation:	Date of incident:	Date and time reported:	
		Reported by:	
Young person(s) involved:	Names:	Home contact number	
Description of incident:			
Category of incident	Action taken	By whom	Who contacted
Categories: 1. Drug-related litter 2. Possession 3. Supply 4. Under the influence 5. Non learner/member			
Name/Description of substance:	Amount/Size:	Removed by:	Where retained:
Signed: _____		Witnessed by: _____	
Title: _____		Title: _____	
Date: _____		Date: _____	

Contacts and referrals made (where appropriate)

Contacts	Contact name and number	Contact made by	Time and date contact made	Enquiry/Referral (Appointment time)
Parents/Carers				
Police				
Ambulance				
Other health professional				
Social services duty team				
Environmental health				
Education department				
Drug support agency				
Other:				

Outcome:

Attach any details of meetings/actions/plans as appropriate:

Signed: _____ Witnessed by: _____

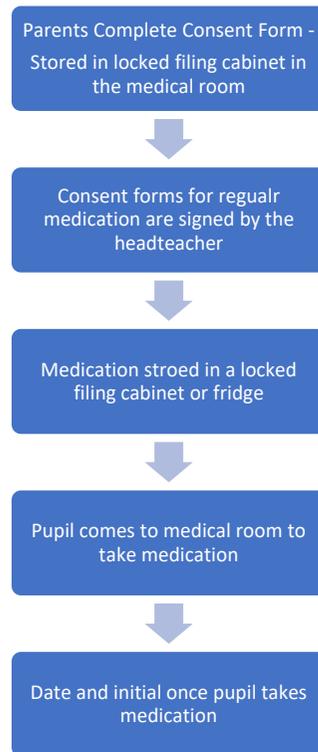
Title: _____ Title: _____

Date: _____ Date: _____

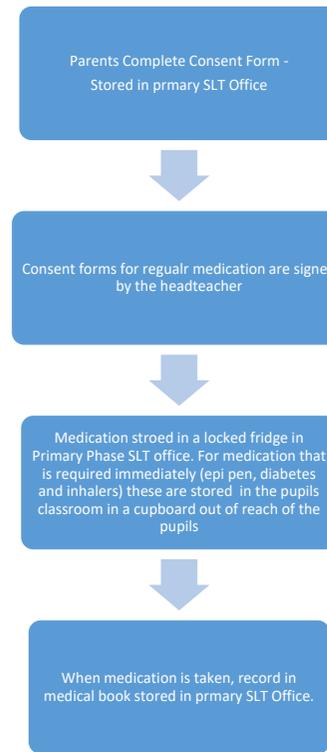
This form should now be kept in a secure central file.

Appendix 2- Set procedures for storing and administering medicines in school

Secondary Phase



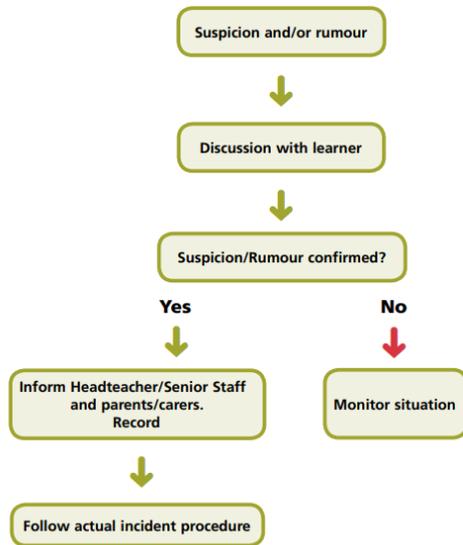
Primary Phase



Appendix 3: Procedures

A suggested response procedure: suspicion or rumour

This procedure covers both legal and illegal substances.

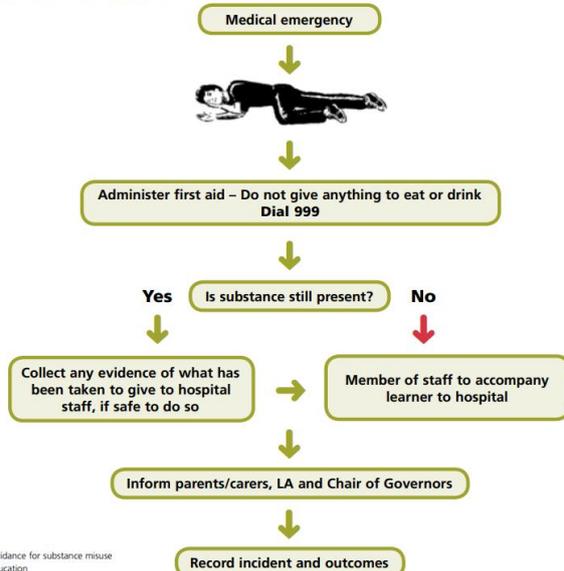


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A suggested response procedure: medical emergencies

This procedure covers both legal substances and illegal substances.

If someone has lost consciousness or gone into a coma after using substances, first aid must take precedence over any other actions. Acute intoxication, unconsciousness and semi-unconsciousness should all be regarded as medical emergencies. If in doubt, always treat as a medical emergency.

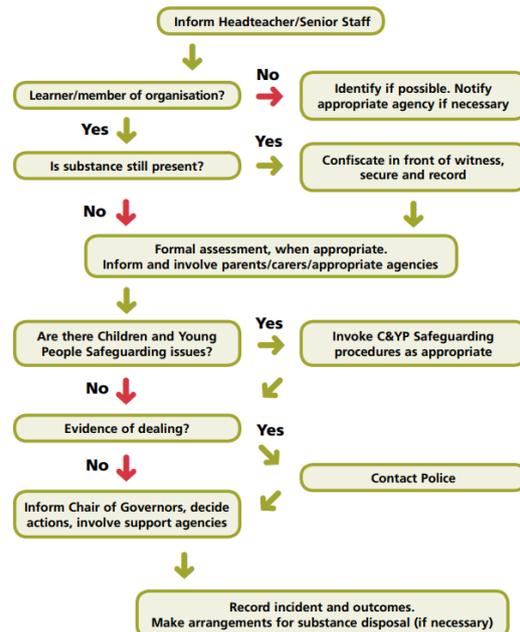


Guidance for substance misuse education
Guidance document no:
107/2013
July 2013

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A suggested response procedure: actual incident

This procedure covers both legal and illegal substances.



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Appendix 4: Exemplars from WG guidance.

[guidance-for-substance-misuse-education.pdf \(gov.wales\)](#)

Immediate action is needed when there is a clear risk to safety, for example:

Situation	Action
An adult collecting a child or young person appears to be under the influence of drink or drugs;	<i>Apply locally agreed child protection procedures, involve the police if adult is aggressive.</i>
A child or young person/adult appears ill or unsafe as a result of substance misuse	<i>consider obtaining medical advice, note relevant facts and inform parent/carer.</i>
Substances are being supplied on, or near premises;	<i>Contact police.</i>
There is ready access to controlled drugs;	<i>Contact police.</i>
The premise has potentially hazardous substance misuse related litter e.g needles, syringes;	<i>arrange safe removal of litter according to Health and Safety policy, involve police if related to illegal substance misuse</i>
Substance misusers behaving aggressively;	<i>Seek urgent police assistance to remove.</i>
A child/young person discloses that they are misusing drugs or their parent or other family members are misusing drugs;	<i>Contact social services or specialist substance misuse service for advice on how to respond.</i>

Less immediate action e.g. observation, interview, consultation with other agencies, continued monitoring, may be appropriate when there are for

- ✓ Generalised allegations or concerns about a particular child/young person or family;
- ✓ Refuted/inconsistent disclosures;
- ✓ Concerns but no evidence of substance misuse or related harmful or criminal conduct (such as supply of drugs or other harmful substances);
- ✓ Concerns but no evidence of immediate risk to safety.