

Substance abuse policy

EEB2 offers a high-quality contemporary education provided in a safe, healthy, intellectually and socially stimulating environment.

We focus on a global approach to students. The well-being of our students is the fundamental idea behind our 8 life skills program¹. Our aim is for young people to discover and acquire values, norms, skills and good habits.

Our substance abuse policy helps us implement these tasks. In talking about substance abuse, we refer to drugs such as alcohol, narcotics, nicotine, tobacco and misused medicines. Our aim is to prevent the negative impact of drugs on the well-being of students² and their environment. We offer students support and opportunities so that drugs do not damage their development and well-being.

This policy involves:

- ✓ Education and prevention
- ✓ Environmental conditions
- ✓ Applying clear rules and procedures
- ✓ Professional in-service training for teachers and staff

Belgian law forms the framework for our substance abuse policy³.

Our substance abuse policy applies to all staff, pupils, parents, governors and partner agencies working with our school. The policy is up for evaluation every three years and is done by the management, teachers, educational advisers, our school psychologists, parents and students.

An action plan will reify this policy into concrete actions.

Education and prevention

We believe that drug education is most effective as part of a wider personal, social and health education program that should be age-appropriate, begin at primary school and continue into secondary school. Guest speakers, workshops and trainings are carefully chosen to suit the needs of our students.

The program includes the following:

- ✓ Raise awareness on substance abuse and drugs

¹ [8 Life Skill program](#)

² When we refer to a student, we may use he, she or their.

³ More info: http://www.emcdda.europa.eu/countries/drug-reports/2018/belgium/drug-laws-and-drug-law-offences_en

- ✓ Understand the impact of the media in relation to substance misuse and the stereotypes it reinforces
- ✓ Raise awareness on the influence of peers regarding drugs
- ✓ Raise awareness on the various types of legal and illegal substances and their effects
- ✓ Make informed choices
- ✓ Get to know drug laws
- ✓ Stimulate self-value and assertiveness
- ✓ ABC of first aid to someone under the influence of a substance
- ✓ Manage stress
- ✓ Identify risky behavior
- ✓ Get to know local and national support organizations

Environmental conditions

We aim to create a healthy and safe environment for all students. To do so, we work on two areas: infrastructure and school climate.

A. Infrastructure

We aim to create an infrastructure which stimulates students to make healthy choices. We maintain a clean playground, we provide sports activities and equipment, we offer healthy warm meals and salads, most school areas are cleaned daily, etc. We also ensure that all school areas are supervised by staff and/or teachers.

B. Positive school climate

A positive school climate fosters youth development (self-image, identity, motivation, etc.), reduces problems (aggression, exclusion, class skipping, etc.) and has a positive effect on drug abuse⁴.

We believe in participation and involvement from the students and every year actions and initiatives are organized within the framework of our 8 life skills program.

Students may for example be involved in the following projects: upgrading lockers and playgrounds, a well-functioning Pupils' Committee, anti-bullying workshops, sports activities during breaks, organizing talent shows, cleaning up school areas, welcoming new students, etc. Parents are also involved through a well-functioning Parents' Association or APEEE (e.g. healthy warm meals), their participation in parents' evenings, etc.

Teachers work towards positive and supportive relationships with all the students. Educators model and nurture attitudes that emphasize norms, values and expectations that support people feeling socially, emotionally and physically safe. They are accessible and responsive, even for drug-related questions.

⁴ Fletcher, A., Bonell, C. & Hargreaves, J. "School effects on young people's drug use: a systematic review of intervention and observational studies". *Journal of Adolescent Health*, 2008, 42.

Rules and procedures

General rule⁵

Possession, (mis)use, dealing, sharing⁶ and being under the influence of alcohol, tobacco, nicotine⁷, misused medicines⁸ and illegal substances is forbidden within the school premises and in the immediate vicinity of the school.

If the general rule is violated or if there is a suspected violation of this general rule all members of the school community are obliged to react.

- 1) Our first concern is the health and safety of the pupil and those around him/her.
Medical help will be sought and first aid given if the pupil is unconscious, is having trouble breathing, is seriously confused or disorientated, has taken a harmful toxic substance or is otherwise at immediate risk of harm.
- 2) If any pupil or adult is found in possession of an unauthorized drug, it will be confiscated.
 - 2.1 A second adult witness is present throughout the confiscation.
 - 2.2 The sample is sealed in a plastic bag (details of time and place included).
 - 2.3 The sample is stored in a secure location with limited access.
 - 2.4 If the drug is suspected to be illegal, parents are expected to sign an agreement consenting to a urine analysis at the infirmary or to provide the results of a test made by the doctor of their choice. The pupil is suspended until the school receives the results of the urine analysis. Secondly, the school will contact the police and immediately hand over the drug.
- 3) Talking with a pupil or an adult about a drug-related incident is intended to confirm or reject suspicions or allegations, rather than to conduct a wider investigation.
- 4) Parents/guardians will be informed and other professionals (nurses, police, social services, school psychologists) may be consulted as appropriate⁹.

All drug-related incidents are reported into the MySchool System. The school ensures that sensitive information is only disclosed internally and/or externally with careful attention to pupils' rights and needs.

All drug-related incidents are also reported to our Director and Assistant to the Deputy Director of the Secondary. The latest is responsible for coordinating the

⁵ Specific rules can be applied to school trips, extra activities, etc.

⁶ Sharing or passing on substances without profit

⁷ Nicotine vaping, tobacco, etc.

⁸ Only the nurses can provide medicines to pupils. Specific mandatory procedures for the administration of medicines are put in place for everyone's safety.

⁹ Parents/Guardians who have an 18+ year-old student living at home will be informed and other professionals may be consulted as appropriate.

school's response towards the drug-related incident. The response is always twofold: disciplinary measures and guidance measures. All incidents will be dealt with after an assessment of the situation has been made.

A. Disciplinary measures

Possible disciplinary measures are stated in the school regulations. We respond appropriately to each individual case by selecting from a range of possible sanctions.

B. Guidance measures

Drugs is (mostly) a symptom of other problems. We ensure a caring response to the pupils in distress through our internal experts and teachers. (class teachers, school psychologists, educational advisers, nurses, members of the guidance team¹⁰)

If considered necessary we are ready to involve or refer pupils to youth and family support services, outpatient drug programs and clinics. Even if a pupil is in need of a long-term drug program, we as a school take our responsibility to provide education (if advisable by medical staff).

Professional in-service training for teachers and staff

Every member of the school staff has the responsibility to be vigilant and react appropriately to drug-related incidents. In order to do so, we train our school staff on a regular basis. We offer teachers and staff members a training regarding the basics in drug education. Some receive a more intensive training than others (ex. educational advisers).

References

A. Aims of the European Schools

“to provide Education for Sustainable Development with a cross-curriculum approach in line with European and international documents.”

“to cultivate pupils' personal, social and academic development and to prepare them for the next stage of education.”

Source: <https://www.eursc.eu/en/European-Schools/principles>

B. Key Competences for Lifelong Learning

“Personal, social and learning to learn competence.

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the

¹⁰ The guidance team consists of certain teachers, educational advisers and a school psychologist who are trained to provide care and guidance to students and colleagues.

ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context."

Source: <http://data.consilium.europa.eu/doc/document/ST-8299-2018-INIT/en/pdf>

C. Guide towards a drug policy at school

Source: De Paepe, Nina 'Gids voor een drugbeleid op school. Hoe gaat de school op de beste manier om met alcohol, illegale drugs, genotsmiddelen, psychoactieve medicatie, gokken en problematisch gamen?' (2018).

Action points (2019-2022)

- ✓ What to do regarding gaming and gambling?
- ✓ Develop a basic drug training for teachers and staff
- ✓ Develop an action plan
- ✓ Develop a social roadmap with contact info (police, social services, etc.)