

LAERSKOOL AKASIA



POLICY ON ALCOHOL AND DRUG ABUSE

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1. GENERAL PARAMETERS WITHIN WHICH THE SCHOOL'S ANTI-ALCOHOL AND DRUGS POLICY FUNCTIONS

1.1 On school property:

1.1.1 During or after school hours

1.1.2 In or out of school uniform

1.2 On a school outing / excursion off the property:

1.2.1 During or after school hours

1.2.2 In or out of school uniform

1.3 Representing the school:

1.3.1 During or after school hours

1.3.2 In or out of school uniform

1.4 Being identified as a learner of the school:

1.4.1 During or after school hours

1.4.2 In or out of school uniform

1.5 Being known to deal in drugs:

1.5.1 As a learner of the school

1.5.2 To the detriment of the school and other learners

2. GENERAL PRINCIPLES

The principal and the Governing Body are of the opinion that the presence in the school of learners who are involved in **any form of substance abuse** (alcohol, drugs, etc.) is detrimental to the image of the school and the moral well-being of the learner population as a whole. **Such behaviour is therefore strictly forbidden in all of the circumstances indicated above.**

2.1 The principal and the Governing Bode, however, are prepared to accept that the school has an obligation to work with the parents /

- guardians to **rehabilitate fully** the learner practicing substance abuse.
- 2.2 With regard to rehabilitation, the involvement, co-operation and support of parents / guardians will be expected throughout the process.

3. PROCEDURES

3.1 Identification of substance abuse among learners

- 3.1.1 Random urine testing will be taking place among the learner population on a regular basis.
- 3.1.2 The testing will be professionally conducted by personnel from **SANCA**.

3.2 Voluntary admission of a substance abuse problem

- 3.2.1 The parents / guardians will be informed and arrangements made for the learners concerned to be referred to SANCA, Pretoria North, for an assessment.
- 3.2.2 If it is deemed necessary, the learner must join and remain within a rehabilitation programme until pronounced free of any symptoms of substance dependency.
- 3.2.3 As long as the school is kept informed on a regular basis of the learners' progress within the programme, it will support him/her throughout the rehabilitation process.
- 3.2.4 Confidentiality will be maintained as far as possible.
- 3.2.5 The principal and the Governing Body reserve the right to ask that the learner be removed from school if:
- 3.2.5.1 The learner refuses to enter the rehabilitation programme or drops out before the programme has run its course.
- 3.2.5.2 There is evidence of further drug abuse.

3.3 Non-voluntary identification of a substance abuse problem

- 3.3.1 When an informant (e.g an educator, a fellow-learner or a parent) reports a strong suspicion that a learner may be involved in some form of substance abuse, the learner concerned will be confronted with this information.
- 3.3.2 If the learner denies such involvement, the local police or the S.A. Narcotics Bureau, will be called in by the school.
- 3.3.3 The parents/guardians will be informed of this step and the learners will have to undergo a compulsory urine test and

the parents/guardians will be liable for the cost thereof should it prove positive.

3.3.4 If the test is positive, arrangements must be made for the learner concerned to be referred to the SANCA Clinic, Pretoria North for assessment.

3.3.5 Points 2.2 to 2.5.2 above then apply.

3.4 Dealing in drugs

3.4.1 If a learner is suspected of dealing in drugs, the local police or the SA Narcotics Bureau will be called in by the school.

3.4.2 If the learner is arrested, an automatic suspension from school will follow.

3.4.3 The governing body will, as a matter of urgency, convene a formal disciplinary hearing to ratify the suspension.

3.4.4 The law will be permitted to take its course.

3.4.5 If the learner is found guilty in a Court of Law, the governing body will convene a further disciplinary hearing and make representations to the Head of the Department (Superintendent-general of the Gauteng Department of Education) to have that learner removed from school as soon as possible.

DRUGS

1. DEFINITION
 - Substance other than food
 - Derived from natural or synthetic sources
 - Brings changes to the functioning of body and mind

2. CLASSIFICATION
 - Stimulants (caffeine, nicotine, cocaine)
 - Depressants (heroin, opium, alcohol, etc.)
 - Hallucinogens (LSD, dagga, Mandrax)
 - Inhalants (glue, petrol, thinners)

3. MYTHS – USE OF DRUGS
 - Other places
 - Strong enough for experimentation
 - Can stop whenever I want
 - Street children & families with problems
 - Safe (dagga)

4. DANGERS OF USAGE
 - Stronger as any self control
 - Tolerance
 - Withdrawal symptoms
 - Dependency with limited use

5. CAUSES

| Causes | % |
|-------------------------------|-------|
| • Inquisitiveness | 43,75 |
| • Rebelling against authority | 0.45 |
| • Experience | 7.37 |
| • Poor self-image | |
| • Peer group pressure | 22,9 |
| • Evation of demands of life | |

| | |
|-------------------------------------|-------|
| • Relaxation | 1,56 |
| • Inability to cope with situations | |
| • Release tension / depression | 17,41 |
| • Boredom | 3,13 |
| • Enhancement of efficiency | 0,22 |
| • Pseudo therapeutical | 1,34 |

6. SIGNS OF ADDICTION OF INHALANTS

| ENVIRONMENT | PERSON |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Glue on carpets • Paper bags with a strong odour • House hold products disappear • Stains on clothes • Soaked rags • Empty cans & tubes • Strong odours on clothes | <ul style="list-style-type: none"> • Intoxicated • Slurred speech • Bad breath (chemical) • Appetite • Rapid weight loss • Bleeding nose • Deterioration of appearance • Dazed look • Tremors • Chronical coughing • Loss of memory • Rash (nose and mouth) • Excitability • Mysterious behaviour • Aggression • Cracked lips • Tiredness • Red face after usage • White after a while |

7. SIGNS OF DAGGA ADDICTION

| ENVIRONMENT | PERSON |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Cigarette papers • Smoked, broken cigarettes • Cigarette boxes without foil | <ul style="list-style-type: none"> • Reddened of eyes • Yellowish stains in palms • Mood swings |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Pips • Bottlenecks • Deodorant • Plastic bank packets • Distinctive smell • Eye drop bottles | <ul style="list-style-type: none"> • No motivation/in appetite • Lack of interest in school work • Mysterious behaviour • Deterioration of personal appearance and hygiene • Chronical coughing • Improved appetite |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

8. FACTS AND DANGERS

Cancer
 Reflects
 Delays
 Depression
 Apathy

9. THE ROLE OF THE PARENT

1. Tell tale signs:
 - Guilty behaviour
 - Avoid eye contact, telling lies
 - Sloppiness
 - No interest in school activities / work
 - Changes in appetite
 - Withdrawal from family activities
 - Regular change of friends / loner
 - Mood swings
 - Lies and dishonesty
 - Deterioration in school work
 - Steal (household items and money)
 - Absence and leaving from school
2. Improve communication
3. Set an example for your children
4. Make use of constructive confrontation:
 - To be firm and calm
 - Confrontation with aid of a specialist
 - Stand firm: unacceptable
 - Don't give in to resistance
 - Get professional help
5. Show evidence
6. Support child
7. Don't blame yourself
8. Get factual information
9. **DON'T COMPROMISE !**

| NAME | DESIGNATION | DATE | SIGNATURE |
|---------------|---------------------------------------|-------------|------------------|
| N V ERASMUS | PRINCIPAL | | |
| A C TSHIVHASE | CHAIR PERSON SGB | | |
| T MMUTLANA | IDSO | | |
| R MEKWA | DISTRICT TSHWANE WEST: DIRECTOR | | |