



East Midlands  
Education Trust

# Drugs Education Policy and the management of drug- related incidents

Spring 2024

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## Contents

1	Introduction .....	3
2	Policy Development – Consultation.....	3
3	Roles and Responsibilities.....	4
4	Definition of Drugs and boundaries of the policy.....	4
5	Drug Education in the Curriculum.....	5
6	Aims of Drug Education.....	5
7	Teaching Methods.....	6
8	Support from Visitors.....	7
9	Assessing, Monitoring and Reviewing Drug Education.....	7
10	Smoking/Vaping .....	7
11	Policy on volatile substances .....	8
12	Responding to Drug-related Incidents.....	8
13	Support and Information .....	10
14	Inclusion, Equality and Safeguarding.....	10
15	Responding to the media.....	11
16	Policy Monitoring and Evaluation.....	11
17	Related Policies .....	11
	Reference Documents and Related Policy/Guidance.....	12
	Appendix 2 - School’s Drug Education Programme in PSHE and Citizenship .....	13
	Appendix 3 - Policy Statement for Students.....	15

## 1 Introduction

- 1.1 The Trust has a clear and unambiguous statement that illegal drugs and certain legal drugs, may not be brought onto its campuses (Appendix 2).
- 1.2 This policy is for all staff, pupils, parents/carers, prospective parents/carers, governors, visitors, and partner agencies working within school.
- 1.3 This policy will be available on each school's website or from the school office.
- 1.4 National Context

*'Children will receive a comprehensive education about the dangers of drugs. Interventions will happen earlier to stop young people getting dragged into a life of drugs and crime'. ([From Harm to Hope 10 Year Drugs Plan 2022](#)).*

The strategy aims to reduce the harm that drugs cause to society and to prevent today's young people from becoming tomorrow's problematic drug users.

- 1.5 Local Context
  - 1.5.1. Each school is committed to a healthy and supportive environment in which neither the misuse of drugs (including legal substances) by pupils, staff, or visitors, nor the illegal supply of these substances is condoned. Unauthorised drugs in schools are not acceptable and our first concern in managing drugs is to safeguard health.
  - 1.5.2. We are dedicated to the continual development of a 'healthy school' and have addressed whole school needs in relation to drugs issues and education. We wish to have a healthy school in all aspects of school life, and provide an environment, ethos and curriculum that support and prepare pupils for making positive, healthy choices in a drug-using world. We promote positive relationships within our schools and the wider community.

## 2 Policy Development – Consultation

- 2.1.1 The consultation process in the development of this policy has involved staff (teaching and non-teaching), pupils, governors, and relevant community-based agencies.
- 2.1.2 Pupils contribute to the development of the Drug Education Policy and Programme through their School Council Representatives (where an EMET school has one) and evaluation in PSHE lessons. We encourage parents' involvement in developing their child's drug education. Partner schools are encouraged to offer a drug and alcohol education information evening where they feel this is relevant for their pupils age. We encourage parents/carers to approach their school to discuss issues or share concerns at any time. This can be done by appointment with a member of the pastoral support team or pastoral leader. Where there is a concern over a pupil's safety or wellbeing this may be reported to the school's designated safeguarding lead.

### 3 Roles and Responsibilities

- 3.1 The Head Teacher has overall responsibility for the implementation of this policy; for liaison with the Governing Body, parents/carers, LA and appropriate outside agencies and for the appointment within their school of a Drugs Coordinator, who will have general responsibility for handling the implementation of this policy.
- 3.2 Each partner school will have a named Drugs Coordinator and a nominated governor with responsibility for drugs issues if this is appropriate for the age range of the school.
- 3.3 **The role of staff**  
All staff who work within our schools support the place of their school in the community and should appreciate the importance of their own professional status in society. They should recognise that professionalism involves using judgement over appropriate standards of personal behaviour with regard to drugs and alcohol and could result in disciplinary measures being taken. This includes all teachers, non-teaching staff, governors and partner agencies working within their school.
- 3.4 **Staff support and training**  
It is important that teaching staff feel confident in delivering drugs education and in implementing this policy. Each school in the Trust will ensure that members of staff are regularly consulted as to their training needs and training is provided as appropriate to keep up to date with developments in drug education.

### 4 Definition of Drugs and boundaries of the policy

- 4.1 **Drugs definition**
  - 4.1.1. This policy encompasses all illicit drugs, volatile substances (solvents), over the counter and prescription medicines, new psychoactive substances (so called 'legal highs'), alcohol, tobacco, e-cigarettes/vapes and other nicotine containing products and other legal drugs i.e. stimulant drinks, khat, alkyl nitrites.
  - 4.1.2. This policy will apply to any new trends involving different drugs and substance use, which have the potential to cause harm to young people.
  - 4.1.3. If there is uncertainty about what the substance is, it should be treated as a controlled drug.

## 4.2 School boundaries

4.2.1. This policy, in line with all other school rules and expectations of behaviour, applies not only within the school boundaries but on all school visits, trips and residential visits, including those made outside of normal school hours. The school day includes the journey to and from the school when wearing the school's uniform.

## 5 Drug Education in the Curriculum

5.1 Section 351, Education Act 1996, requires every school to provide a balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of adult life.

5.2 There is a statutory duty for Governors to promote pupil wellbeing.

5.3 There is a statutory requirement for Drugs Education in the National Curriculum Science Order, 2000.

5.4 As part of its care for the welfare of its pupils, each school views Drugs Education as a vital part of the Personal, Social and Health Education of every pupil. We therefore provide Drug Education as an explicit, planned component of PSHE and Citizenship (see Appendix 1 – example of Drug Education Scheme of Work) as well as securing learning opportunities across other curriculum subjects and through off-timetable activities. These programmes are age related and therefore may not be present in all EMET schools.

5.5 From September 2020, new government guidance introduced statutory elements within the curriculum including Relationship Education, Relationship and Sex Education and Health Education. The Trust recognises that Drugs Education forms an important part of a student's Health Education, and this is noted in Appendix C and Appendix D of the EMET RSE, Physical Health and Mental Wellbeing Policy.

5.6 Our planning is informed by the non-statutory frameworks for PSHE and Citizenship, and the QCA 'Drug, Alcohol and Tobacco Education, Curriculum Guidance for Schools' 2003.

## 6 Aims of Drug Education

6.1 We aim to enable our pupils to make healthy, informed decisions by increasing their understanding of drugs issues and developing the appropriate skills and attitudes to assist them in making positive choices.

6.2 Through the curriculum (see Appendix 1) and a supportive school ethos, we aim to deliver an age-appropriate curriculum which may:

- Provide accurate information about drugs, including medicines (over the counter and prescribed), volatile substances, alcohol, tobacco, and illegal drugs
- Signpost to relevant support services both locally and nationally
- Understand that certain people, with particular medical needs will use medication as part of their everyday life and that this is normal for them
- Increase understanding about the implications and possible consequences of drug use and misuse, exploring the risks and consequences of their own and others' actions
- Raise awareness of safety issues regarding drugs
- Explore and clarify attitudes towards drugs, drug use and misuse and drug users, correcting misunderstandings, promoting positive attitudes, and challenging harmful ones
- Develop pupils' understanding of rules and laws
- Develop and practise the personal and social skills necessary to make informed decisions in a range of social situations and settings
- Develop pupils' self-awareness and self-esteem as this may support them in making positive choices about their health
- Ensure that all members of the school community can identify sources of appropriate personal support
- Ensure relevance for the needs of pupils and the school community.
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## 7 Teaching Methods

7.1 Our teaching will be based on an understanding that a variety of approaches should be used to meet the needs of our pupils and will be sensitive to their age and experience.

7.2 Teaching methods adopted in the classroom:

- Offer a rich variety of opportunities for active learning
- Incorporate a range of teaching and learning styles including group discussions, debates, role play
- Ensure access to comprehensive, unbiased, and accurate drug information
- Specify availability of relevant and appropriate advice and support
- Ensure continuity and progression by visiting and revisiting issues as pupils develop and their needs change
- Consider the attitudes and values of pupils and a range of other significant groups in society towards drugs.

7.3 Due to the sensitive and sometimes controversial nature of the subject, ground rules will be discussed, negotiated, and adopted. Confidentiality is achieved through setting ground-rules or a group agreement at the beginning of the session.

## 8 Support from Visitors

- 8.1 Each school appreciates the valuable contribution from outside agencies but recognises that their contribution alone does not constitute a complete Drug Education Programme. We believe it is the responsibility of each school to ensure that the contributions made by visitors to the classroom reflect our own philosophy and approach to the subject.
- 8.2 The content of visitors' contributions will be carefully negotiated, and a teacher will always be present during their input.
- 8.3 Our schools' Drugs Education programme is supported by:
- Health Professionals – school nurse
  - Pintsize Theatre
  - WAM (What About Me)
  - New Leaf
  - BAC-IN
  - Other appropriate agencies

## 9 Assessing, Monitoring and Reviewing Drug Education

- 9.1 Pupils' knowledge-level will be assessed prior to any Drug Education input to ensure appropriateness of content and determine relevance to pupils. This regular assessment and monitoring of learning outcomes will take the form of questionnaires, surveys, and discussions. These assessments will be used in the formal evaluation of our Drugs Education Programme.
- 9.2 Pupils, where relevant, will have regular opportunities to feedback their views and reflect on what they have successfully learned, how useful they consider this learning to be, what needs they feel they still have and what changes they would recommend.

## 10 Smoking/Vaping

- 10.1 Smoking in the workplace is a health and safety issue and under no circumstances is smoking permitted on any part of school premises. This includes e-cigarettes and other nicotine containing products.
- 10.2 All members of the school community are requested not to smoke in the vicinity of the school, outside of the school boundaries, in line with national and local smoke-free policies. Staff, as positive role models, should take a responsible attitude in promoting smoke-free lifestyles to pupils. On no occasion should staff smoke in the company of pupils, including off-site visits and residential trips.
- 10.3 Our schools are committed to reducing and preventing the uptake of smoking among the school community, including pupils, parents/carers, and staff. Information is available for anybody wishing to stop smoking.

## 11 Policy on volatile substances

- 11.1 In addition to health and safety regulations which keep the school environment safe from all solvents, glues, or gasses (such as lighter fuel or aerosols), any potential intoxicants must not be brought onto the school premises by any pupil. Pupils are not allowed to bring aerosols (e.g. deodorants) into school or on school trips. Any confiscated volatile substances will be disposed of safely or returned to parents/carers if appropriate.
- 11.2 Any incidents involving the supply of solvents or solvent abuse will be dealt with as any other drug-related incident. We recognise that in the event of a medical emergency relating to volatile substances the situation may be compounded if the casualty is panicked.

## 12 Responding to Drug-related Incidents

- 12.1 Schools in the Trust will consider each drug-related incident or situation individually, recognising that a variety of responses will be necessary to manage such incidents. Individual schools will consider very carefully the implications of any action taken and will seek to balance the interests of the persons involved with other school members and the local community.
- 12.2 School managers have a responsibility to prevent illegal drug use and could be liable under Section 8 of the Misuse of Drugs Act 1971 if they do not take action where illegal drug taking or supplying is knowingly permitted on the premises.
- 12.3 Schools will not condone or tolerate the possession, use or supply of illegal drugs anywhere on the school premises. Any sanctions enforced will reflect the seriousness of the incident and will be consistent with existing school rules relating to behaviour, discipline, equal opportunities, and exclusions. The standard of proof to be applied is the balance of probabilities.
- 12.4 After immediate medical needs have been addressed, the nature and circumstances of any incident will be established, and assessment made of the needs of the pupils involved. The school seeks to maintain a link with the local Beat Team or equivalent.
- 12.5 The Searching, Screening and Confiscation Advice for schools 2022 explains the powers a school has to search pupils for prohibited items, using reasonable force where necessary, and to seize items found during a search. The procedure for a search is set out in full in the schools Behaviour Policy. The use of reasonable force is clarified in the EMET Physical Intervention policy. Schools are not required to inform parents before a search takes place or to seek their consent to search their child.



- 12.6 In taking temporary possession in disposing of suspected controlled drugs our schools will ensure that
- a second adult is present throughout,
  - the drug is sealed in a plastic bag and the details are recorded to show the date, time, and witnesses present,
  - the drug is stored in a secure location,
  - full details of the incident and police incident reference number are recorded,
  - parents/carers are informed, unless this would jeopardise the safety of the pupil,
  - identify any safeguarding concerns and develop a support and disciplinary response
  - where staff find controlled drugs, these must be delivered to the Police as soon as possible but may be disposed of if there is a good reason to do so,
  - in determining what is a 'good reason' for not delivering controlled drugs to the Police, the member of staff must have regard to the following guidance from the Secretary of State:
- “In determining what is a ‘good reason’ for not delivering controlled drugs to the Police, the member of staff should take account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article”*
- 12.7 Where staff find other substances which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline e.g. 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs, as outlined above. If the substance is not illegal, e.g. alcohol, tobacco, cigarette papers, prescribed medicines, the school is allowed by law to dispose of them as deemed appropriate, but this will not include returning them to the pupil.
- 12.8 The Principal/Head Teacher can request police support to enter the school to detect illegal drug possession or use. The school ensures that a careful investigation is conducted to judge the nature and seriousness of each incident. The school puts an emphasis on listening to what people have to say. All pupils involved in the incident are separated, and it is ensured that a second adult witness is always present. If, during the investigation the school decides that the police should be involved, then the school staff will cease their questioning.
- 12.9 If a pupil is suspected of being under the influence of drugs or alcohol on school premises, the school will prioritise the safety of the young person and those around them. If necessary, it should be dealt with as a medical emergency, administering first aid, and summoning appropriate support. Depending on the circumstances, parents or the Police may need to be contacted. If the child is felt to be at risk, the Safeguarding Policy will come into effect and Social Care may need to be contacted.

- 12.10 When dealing with parents/carers under the influence of drugs on school premises, the school staff will remain calm. Where the behaviour of a parent/carer under the influence repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff will consider whether to invoke child protection procedures and/or the involvement of the police.

## 13 Support and Information

- 13.1 Schools will provide all members of the school community with opportunities to gain appropriate support and information if they have worries or concerns about drugs issues. We recognise that any person misusing drugs may need our support for an extended period of time or in exceptional circumstances from an appropriate outside agency. Pupils will be told where they can go for confidential help and advice.
- 13.2 Up to date information on local drugs support services will be made accessible for all members of the school community in each partner school.

## 14 Inclusion, Equality and Safeguarding

- 14.1 Each school will promote **inclusiveness** in all aspects of its work and within the context of an inclusive, cooperative, and culturally diverse school community. Inclusion is about removing barriers to participation and learning so that everyone benefits from educational opportunities. (See school Inclusion Policy).
- 14.2 Vulnerable Children
- 14.2.1 We are committed to careful consideration of risk factors for vulnerable children who might be at greater or significant risk of harm and will seek alternative provisions for such pupils where appropriate. This includes pupils whose parents/carers misuse substances, including alcohol, which impacts on the emotional health and well-being of their children.
- 14.3 Statement on Exclusion
- 14.3.1 The Trust fully endorses the view that exclusion blights the lives of thousands of children, often those most in need of education. Many pupils excluded from school never get back into mainstream education, making it more likely that they will be excluded from society later in life, at a cost to both society and the individuals concerned.
- 14.3.2 There is strong evidence to suggest that excluded pupils are at a greater risk of becoming involved in drug use. This school is therefore committed to maintaining the inclusion of all its pupils wherever possible and would only use exclusion as a last resort after a range of alternatives have been ineffective.

14.3.3 However, the possession, use or supply of illegal or other unauthorised drugs (as designated by the Principal/Head Teacher) is unacceptable and pupils should be aware that the use of, possession of, or trade in, illegal substances on school premises or on the journey to or from school on a school day could lead to the termination of their education at the school.

#### 14.4 Safeguarding Children

In the event of concerns around safeguarding, the supporting adult will follow the school's Safeguarding/Child Protection Policy, with which all school staff are familiar.

### 15 Responding to the media

15.1 As drug-related incidents are likely to generate media interest, all members of staff have been advised not to respond to journalists and should refer all enquiries to the Head Teacher.

### 16 Policy Monitoring and Evaluation

16.1 The monitoring of this policy will be ongoing to assess its workability and ensures it remains responsive to current issues.

16.2 This policy will be evaluated three-yearly involving representatives from the whole school community.

### 17 Related Policies

Other policies which relate to the implementation of this policy are:

- Behaviour Management
- Health & Safety
- Safeguarding/Child Protection
- Data protection
- Anti-bullying
- School Visits (educational)
- RSE, Physical Health and Mental Wellbeing Policy
- Supporting pupils with medical conditions
- Equality
- Physical Intervention Policy

## Reference Documents and Related Policy/Guidance

### National:

- DfE and ACPO drug advice for schools (2012)
- Searching, screening and confiscation: advice for schools DfE July 2022
- Drug Education in Schools (Ofsted, 2005)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement (DfE Sept 2023)
- Supporting Pupils at school with Medical Conditions (DfE, 2014)
- NICE Guidance: Interventions in schools to prevent and reduce alcohol use among children and young people ((Aug 2019)
- NICE Guidance: Smoking preventions in schools Feb 2010
- Use of Reasonable Force (DfE 2013)
- Working Together to Safeguard Children (December 2023)
- Keeping Children Safe in Education 2023

## School's Drug Education Programme in PSHE and Citizenship

### Health Education-Primary Stage Curriculum

Pupils will learn about drugs, alcohol, and tobacco. They will be taught about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. This will be delivered in an age-appropriate manner.

### Health Education-Secondary Stage Curriculum

- Students will learn the facts about legal and illegal drugs and their associated risks, including the known link between drug use and some serious mental health conditions.
- They will learn about the law relating to the supply and possession of illegal drugs.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed, but still present serious risks.
- The facts about the harms from smoking tobacco, particularly the link to lung cancer. They will learn about scientific evidence that shows the negative affect of vaping/e cigarettes on health.
- Students will be taught about the benefits of giving up smoking and how to access support to do this.

For Example:

#### **Year 7 (Alcohol)**

We are building on work already done in primary schools. Pupils have 2 lessons on alcohol in which they learn the following things:

- discussion about previous knowledge
- what happens to alcohol in the body
- making choices (what influences decision-making)
- explanation of measurement of alcohol units
- relationship between alcohol and health
- what is a unit
- also covered in anti-social behaviour lesson

#### **Year 8 (Smoking)**

Three lessons on smoking include:

- smoking and health issues
- passive smoking
- Smoking and Pregnancy
- Smoking and the environment
- Quit smoking
- Smoking is it big and clever?

They do group work on the above and do presentations to the rest of the class

Two lessons on binge drinking involve:

- discussion about what is risk taking behaviour and what are the consequences
- discussion/group work on (a) under-age drinking, (b) social drinking, (c) the Law and drinking and (d) alcoholism

Evaluation is verbal and a brief written response to their feelings given after the sessions.

### **Year 9 (Drugs)**

5 lessons

- Illegal drugs
- Drugs and the law with community police officer
- Prescription drugs
- Solvents
- Cannabis debate

### **Year 10 (Alcohol)**

- Foetal alcohol syndrome – what it is and how does it affect people?
- students watch a video on F.A.S. (Foetal Alcohol Syndrome)
- discussion of the Law and labelling on bottles of alcohol
- Also covered in Sex and consequences lesson and Anti-Social Behaviour lesson

### **Year 11 (Drugs)**

4 lessons

- Social environment and family
- Resist it – say “No”
- Addiction and the brain

Evaluation – pupil response sheet on the consequences of F.A.S. followed by group discussion and personal health issues associated with risk taking behaviour i.e. alcohol, smoking and drugs.

## POLICY STATEMENT FOR STUDENTS

### Where does our school stand on drugs?

We aim to make the school a safer and more secure place for everyone.

Question: What is a drug?

Answer: A drug is a substance which people take to change the way they feel, think, or behave.

1. The school has a legal responsibility to take action over illegal drugs such as Cannabis, speed, ecstasy, heroin, crack and acid.

You must not

- (a) supply, buy, possess, or use illegal drugs on school premises, or on the journey to or from school on a school day,
  - (b) for health and safety reasons, come on to the school premises under the influence of illegal drugs or alcohol
2. You should be aware that the use of, possession of, or trade in, illegal substances on school premises or on the journey to or from school on a school day could lead to the termination of your education at the school.
  3. Alcohol solvents are also drugs which have health and safety issues for students and the school. You must **not** bring alcohol or solvents on to school premises or be in school under the influence of these drugs.
  4. Smoking is not permitted. This includes e cigarettes and other nicotine containing products.
  5. This policy, in line with all other school rules and expectations of behaviour, applies not only within the school boundaries but on all school visits, trips and residential visits, including those made outside of normal school hours. The school day includes the journey to and from the school on a school day.
  6. School staff have the right to search pupils for banned items using reasonable force, where necessary, and to seize items found during a search. School is not required to inform parents before a search takes place or to seek their consent to search their child.
  7. If you have worries concerning drug related issues, solvent, or alcohol misuse, you can talk to a tutor, pastoral assistant, Year Director, or the school nurse. Appropriate support, advice or information can then be offered.