



## Drug Education Policy

**School name:** Swanlea School

**Date policy was approved:** December 2023

**Review date:** December 2026

**Job title of person(s) responsible for overseeing this policy:** Deputy Headteacher

**Job title of person(s) writing this policy:** Deputy Headteacher

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|----------------|--|
| <b>Aims</b>    | <p>The main aims of our school Drug Education Policy are:</p> <ol style="list-style-type: none"><li>1. Swanlea School is committed to maintaining the safety and well-being of all pupils, staff and visitors</li><li>2. To clarify legal responsibilities, entitlements and obligations</li><li>3. To support all the members of the school community by providing clear guidance and procedures on drug related issues to ensure clarity and consistency</li><li>4. To develop a whole school approach to Drug Education in the context of the school curriculum</li></ol>   |
| <b>Context</b> | <p>"Schools have a key role to play in helping children and young people to develop the confidence and resilience needed to support academic attainment, to be valued by employers, and to make a positive contribution to British society. High quality Personal, Social, Health and Economic education (Personal Development) is at the heart of supporting young people to leave school prepared for life in modern Britain". (2017 Drugs Strategy, July 2017, Pg.8</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628148/Drug_strategy_2017.PDF">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628148/Drug_strategy_2017.PDF</a>)</p> |

### **DEFINITIONS AND TERMINOLOGY**

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| <b>Inclusive definition of drugs</b>  | We define a drug as a substance that, when taken into the body, changes the way we feel, the way we perceive things and the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and medicines.   |
| <b>Medicines</b>  | In most cases staff do not administer medicines at school to a pupil unless it would be detrimental to their health not to do so, and only with parental written consent. Details about managing medicines can be found in our policy on managing Medical Policy and the Parent Consent for First Aid and Urgent Medical Treatment.   |
| <b>Boundaries, including relevance of the policy to school trips and visits</b> | The legal definition of premises of the school includes everything within the property boundaries including buildings, outbuildings, playgrounds, fields and also extends to include other settings such as vehicles or any venue managed by the school at the time, e.g. premises of a school trip or visit. The policy will also relate to pupils' use of the premises and grounds beyond the school day. |

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## CURRICULUM PROVISION and CONTENT

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| <b>Physical Health and Mental Wellbeing (Statutory)</b> | <ul style="list-style-type: none"> <li>• Mental Wellbeing</li> <li>• Internet Safety and Harms</li> <li>• Physical Health and Fitness</li> <li>• Healthy Eating</li> <li>• Drugs, Alcohol and Tobacco</li> <li>• Health and Prevention</li> <li>• Basic First Aid</li> <li>• Changing Adolescent Body</li> </ul> <p><b><u>By the end of secondary school</u></b></p> <p><b>Pupils should know about:</b></p> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul> <p><b>Basic First Aid</b></p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries</li> <li>• life-saving skills, including how to administer CPR</li> <li>• the purpose of defibrillators and when one might be needed</li> </ul> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education,<br/> <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p> |
| <b>National Curriculum Science (Statutory)</b>          | <p><b><u>Key Stage 3</u></b></p> <p><b>In Biology pupils should be taught about:</b></p> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.</li> </ul> <p><b><u>Key Stage 4</u></b></p> <p><b>Health, disease and the development of medicines</b></p> <ul style="list-style-type: none"> <li>• the process of discovery and development of new medicines</li> <li>• the impact of lifestyle factors on the incidence of non-communicable diseases</li> </ul> <p>(Statutory guidance - National curriculum in England: Science programmes of study – updated 6 May 2015)</p>  |

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<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

## **EQUALITY and SAFEGUARDING**

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| <b>SEND</b>                            | The delivery of the content will be made accessible to all pupils, including those with SEND.   |
| <b>Disclosures and confidentiality</b> | Young people wishing to disclose their own or others' drug use to teaching staff will be informed that staff cannot guarantee confidentiality and may have to take further action for the pupil's safety. Any information will be recorded and treated sensitively in line with the school's safeguarding procedures and child protection policies. See policies for further details. |

## **MONITORING, EVALUATION and ASSESSMENT**

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| <b>Monitoring and evaluation</b> | The subjects will be monitored and evaluated by Mr. K.Miah and the relevant head of faculty. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.   |
| <b>Assessment</b>                | <p>The school will identify pupils' prior knowledge, for example: hands up surveys, quizzes, questionnaires, Q&amp;A, pupil self-assessment, etc.</p> <p>Observations and comments from other staff or the child's parents can also be considered, for example comments made or behaviours observed related to medicines and drugs.</p> <p>The school will assess pupils' learning and progress through lesson observations, feedback from teachers and pupils.</p> <p>The school will evidence pupils' learning and progress by reviewing their Personal Development and Science exercise books and lesson observations.</p> |

## **RESOURCES**

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| <b>Teaching Resources</b> | Swanlea School will use teaching resources designed and sourced from specialist organisations, NSPCC, Safer East e.g.   |
| <b>External visitors</b>  | <p>Outside agencies may be involved in the planning and teaching of the Drug Education programme and will be asked to adhere to our school policy.</p> <p>We use visitors to support our planned teacher-led programme of education, in line with national and local guidance.</p> <p>The class teacher is always present when visitors are working with our pupils.</p> <p>External visitors will need to provide the school with a copy of the lesson plans in advance and identify how they will cater for all pupils. Shock tactics will not be used in Drug Education as research has shown them not to be effective. Any visitors should be used to enhance timetabled provision.</p> |

## **STAFF TRAINING and SUPPORT**

Effective from: December 2023  
Overseeing this Policy: Deputy Headteacher  
Next Review Due: December 2026

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| <b>Staff training and support</b> | <p>We recognise the need for staff to receive appropriate training to support their work in delivering the school programme of Drug Education and dealing appropriately with incidents should they arise. The Headteacher, or other appropriate member of staff, will try to organise training related to the identified needs of staff as required.</p> <p>All staff need to understand and support the rationale and aims of Drug Education and be aware of the legal implications and their responsibilities.</p>  |
| <b>Signposting</b>                | <p><b>Safe East (Compass UK): Integrated Young People's Health &amp; Wellbeing Service</b></p> <p>Specialist confidential service for young people aged 10-19 years, using drugs and/or alcohol.</p> <p>Tel: 020 3954 0091</p> <p>Email: <a href="mailto:compass.towerhamletsyphws@nhs.net">compass.towerhamletsyphws@nhs.net</a></p> <p><b>RESET: Tower Hamlets Drug &amp; Alcohol Service</b></p> <p>An integrated service which provides drug and alcohol treatment to Tower Hamlets residents aged 18 or over and support to family and friends who are concerned about someone's drug and/or alcohol use.</p> <p>Tel: 020 3889 9510</p> <p>Email: <a href="mailto:reset.towerhamlets@cgl.org.uk">reset.towerhamlets@cgl.org.uk</a></p> |

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## APPENDIX 1

### LBTH Secondary Schools Drug Education Mapping

#### Physical Health and Wellbeing, Science and PSHE Association Programme of Study

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| <p><b>Statutory</b><br/> <b>Physical Health and Mental Wellbeing (Health Education)</b><br/>         (Relationships Education, Relationships and Sex Education (RSE) and Health Education<br/> <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>  | <p><b>Statutory</b><br/> <b>Science National Curriculum 2015</b><br/>         (Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015<br/> <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</a>)</p>                     |
| <p><b>By the end of <u>secondary</u> school</b><br/> <b>Pupils should know: Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul> <p><b>Health and Prevention:</b></p> <ul style="list-style-type: none"> <li>the facts and science relating to immunisation and vaccination.</li> </ul> <p><b>First Aid</b><br/> <b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>basic treatment for common injuries”</li> <li>life-saving skills, including how to administer CPR”</li> <li>the purpose of defibrillators and when one might be needed”</li> </ul> | <p><b><u>Key Stage 3</u></b><br/> <b>Biology</b><br/> <b>Pupils should be taught about: Health</b></p> <ul style="list-style-type: none"> <li>the effects of recreational drugs (including substance misuse) on behaviour, health and life processes).</li> </ul> <p><b><u>Key Stage 4</u></b><br/> <b>Health, disease and the development of medicines</b></p> <ul style="list-style-type: none"> <li>the process of discovery and development of new medicines</li> <li>the impact of lifestyle factors on the incidence of non-communicable diseases</li> </ul> |

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| <p>In addition, pupils will cover drug education within Relationships education, Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> </ul> |  |
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## DRUG RELATED PROCEDURES and INCIDENTS GUIDELINES

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| <b>Guiding principles</b>                       | <p>The school is aware of its legal responsibilities in regard to drug related incidents and in responding to them. The school's first responsibility is for the welfare of the individual, balanced with the need to protect the community as a whole. The Headteacher will normally be responsible for coordinating the management of drug related incidents, offering sources of support and liaising with outside agencies. The school acknowledges the importance of its pastoral role and will support all concerned in ensuring the well-being of its pupils. Parents will be encouraged to become involved as much as possible in order to achieve a successful Drug Education programme.</p>  |
| <b>Managing drug related incidents - Pupils</b> | <p>Pupils, staff and relevant visitors to the premises are made aware of the school's drug, alcohol and tobacco policy.</p> <p><b>Drug related incidents involving pupils</b></p> <ul style="list-style-type: none"> <li>• life-saving skills, including how to administer CPR</li> <li>• Emergencies – where a pupil has lost consciousness or gone into a coma</li> <li>• Intoxication – intoxicated/high, when it's difficult to communicate with a person (no interview for sanctions at this time)</li> <li>• Discovery/observation – where a pupil is discovered using, holding, supplying or offering to supply a substance not permitted on the school premises</li> <li>• Disclosure – where a pupil discloses to a member of staff the s/he has been using drugs or that they are concerned about someone else's drug use</li> <li>• Suspicion or rumour – staff should be wary about acting on the basis of these</li> <li>• Discovery – this may be the discovery of an unauthorised drug or associated paraphernalia</li> </ul> <p>If there is a discovery of drugs or paraphernalia on the premises, it will be handled by the SLT or the premises manager, all of whom have attended training on the best course of action.</p> <p><b>Parents/Carers</b></p> <p>Parents and carers will be informed of any incidents involving illegal or unauthorised drugs when deemed necessary by the Headteacher. Parents/carers will also be involved in the implementation and development of this policy and the DE programme. Courses/support services will also be available for parents/carers to help provide information and skill development for dealing with drug use or drug misuse. If deemed</p> |

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 Overseeing this Policy: Deputy Headteacher  
 Next Review Due: December 2026

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|  | <p>appropriate, parents will be informed if further referrals to services such as CSC must be made unless this places the child at significant risk of harm.</p> <p><b>Governors</b><br/>The governing body will be informed by the Headteacher of any drug-related issues affecting the school. They will also be involved in policy development and overseeing the DE programme.</p>   |
| <b>Managing drug related incidents - Parents</b> | <p><b>A parent arrives at school intoxicated</b><br/>If a parent arrives intoxicated or impaired at the school, the school should attempt to delay departure of the child until they can call the other parent or another authorised person to pick up the child.<br/>If no one can be reached then, with the Safeguarding Lead, the school can decide to call the Social Service Emergency Duty team.</p> <p>The school should also ensure they check if there is any history with this family. Has this happened before and is the parent willing to explain why they have come to school intoxicated? The school should explain their concern to the parent.<br/>The school will be required to make a MASH referral.<br/>(Information supplied by the Tower Hamlets Drug and Alcohol Team, September 2020)</p> <p><b>A parent or family member misuses drugs</b><br/>Pupils whose parents/carers or family members misuse drugs</p> <p>Schools will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. Most are pro-active in the early identification of children's and young people's needs and in safeguarding the children in their care. Screening is important in assessing needs. This should include protocols for assessing the pupil's welfare and support needs and when and how to involve other sources of support for the child such as Children's Services, services commissioned by the Drug and Alcohol Action Teams (DAAT) programmes and, where appropriate, the family.<br/>(<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf</a>)</p> |
| <b>Routine procedures</b>                        | <p><b>Responses</b><br/>Any responses will be taken after considering all the facts about a young person and their emotions and the circumstances in which a drug-related incident has occurred. Training will be provided to those staff members that will implement procedures and decide sanctions. A drug-related incident form (see below) will be required to be completed for any drug-related incident and kept on file.</p> <p>Any school response can be taken from the range available below:</p> <ul style="list-style-type: none"> <li>• Put together an individual teaching plan, personal support programme or other support plan</li> <li>• Make sure the pupil is not a victim of bullying or similar treatment</li> </ul>  |



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|  | <ul style="list-style-type: none"><li>• Assessment by the educational psychology department</li><li>• Consultation or referral to appropriate external services</li><li>• Sanction system for inappropriate behaviour</li><li>• Supervision at lunchtime/breaks</li><li>• Meeting with the parents/carers</li><li>• A letter home to the parents/carers</li><li>• The school will also consider involving CSC the police for more serious offences or where there is a lack of cooperation from the pupil or parents. We may still impose additional sanctions to help the pupil benefit from the experience and use them as a deterrent within the school.</li><li>• It is up to the school to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. Please see the following guidance for further information:</li></ul> <p>1.4. Statutory guidance on the disposal of controlled drugs and stolen items</p> <ul style="list-style-type: none"><li>• It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:</li><li>• In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.</li><li>• Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.</li></ul> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf</a></p> <p>This will be part of a supportive network developed to ensure that the school uses its powers to protect the long-term welfare of the pupils. Exclusion may be used when all other options have been exhausted.</p> <p><b>Medicines</b></p> <p>The school has a procedure for the administration of medicines that must be followed for everyone’s safety.</p> <p><b>Alcohol</b></p> <p>No alcohol will be consumed during the course of a normal school day. Alcohol is not permitted on the school premises except by the permission of the Headteacher. Any adult under the effects of alcohol will be asked to leave the premises for the safety of the whole school.</p> <p><b>Tobacco/Vaping</b></p> |
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|                                 | <p>The school and its grounds are a non-smoking area at all times. Pupils are not permitted to bring to school smoking materials, including matches, vaping devices and lighters. In the interests of health and safety, should a pupil be found in possession of any of these on school premises, they will be confiscated, and their parents will be contacted.</p> <p><b>Solvents</b></p> <p>The school will ensure that potentially hazardous substances are stored safely, and pupils will be supervised if it is necessary that they come into contact with them in the course of their work. Pupils are not permitted to be in possession of products such as solvents (the only exception permitted is approved medicines).</p> <p><b>Illegal Drugs</b></p> <p>No illegal drugs are allowed to be brought on to, or used, on school premises. To protect the health and safety of the school community regular checks will be made of the site to ensure that there are no drug paraphernalia present.</p>  |
| <b>Incidents and procedures</b> | <p><b>A drug related incident may include any of the following:</b></p> <ul style="list-style-type: none"> <li>• finding drugs, or related items on school premises</li> <li>• possession of drugs by an individual on school premises</li> <li>• use of drugs by an individual on school premises</li> <li>• supply of drugs on school premises</li> <li>• individuals disclosing information about their drug use</li> <li>• rumours or reports of drug possession supply or drug use</li> </ul> <p><b>Finding substances</b></p> <p>If a substance or equipment thought to be either illegal or harmful is discovered it should be removed to a place of safe keeping in the presence of a witness from the teaching staff. If the substance is known or suspected to be illegal the police must be informed. If a substance is found on a pupil the above procedure should be followed and the incident recorded including:</p> <ul style="list-style-type: none"> <li>• the date and time of the find or retrieval</li> <li>• the size and appearance of the substance</li> <li>• the names of those concerned</li> <li>• the action taken</li> </ul> <p>Any equipment associated with drug misuse should be handled with care, recorded and in the case of such items as needles and syringes, they should be placed in a secure and rigid container for collection by the appropriate person. If these are found on a pupil, the pupil's parents should be informed.</p> <p><b>Searching</b></p> <p>The school currently abide by and follow the July 2022 published Searching, Screening and Confiscation Advice for schools.</p> |

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

If it is absolutely necessary to strip search a pupil, a police officer will be required under Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

## **Supply of illegal substances**

It is an offence to produce or supply any controlled drug on school premises. The police and CSC will be involved in such circumstances.

## **Returning articles which have been confiscated**

Articles confiscated and not required by the police must be returned to parents. They will be informed in writing within 24 hours of articles confiscated and an explanation given as to why it is inappropriate to return the article to the child. It will be made clear that there is a time limit of one week for the items to be recovered or they will be disposed of by the school.

## **Recording**

All incidents will be recorded within 24 hours.

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## Drug Related Incident Record Form

Tick one or more of these tabs to indicate the category:

|                         |                        |                       |                        |                       |                  |                     |                                 |
|-------------------------|------------------------|-----------------------|------------------------|-----------------------|------------------|---------------------|---------------------------------|
| Emergency /Intoxication | Suspicion off premises | Suspicion on premises | Discovery off premises | Discovery on premises | Pupil disclosure | Parental disclosure | Parent/ Carer expresses concern |
|-------------------------|------------------------|-----------------------|------------------------|-----------------------|------------------|---------------------|---------------------------------|

|                          |  |
|--------------------------|--|
| <b>Name:</b>             | <b>Record form completed by:</b>                         |
| <b>Form/class:</b>       |  |
| <b>Date of incident:</b> | <b>Time of incident:</b> am /pm                          |
| <b>First aid given?</b>  | <b>Ambulance/Doctor called?</b><br>(Delete as necessary) |

|     |                          |   |                            |                   |                          |                              |
|-----|--------------------------|---|----------------------------|-------------------|--------------------------|------------------------------|
| Yes | <input type="checkbox"/> | → | <b>First aid given by:</b> | <b>Called by:</b> | <input type="checkbox"/> | No                           |
| No  | <input type="checkbox"/> |   | <b>At time:</b>            | <b>AM /PM</b>     | ←                        | <input type="checkbox"/> Yes |

|  |  |
|--|--|
| <b>Drug involved (if known):</b><br>(E.g. alcohol, prescription drug, ecstasy, cannabis etc) | <b>Sample found? (Yes / No)</b><br><b>Informed police/Destroyed</b><br><br><b>At time:</b> am/pm<br><br><b>Witness name:</b><br><br><b>Where retained:</b> |
|--|--|