KINGSBURY SCHOOL

Drug Education and Incidents Policy

LOCAL LEVEL POLICY

REFERENCE NO:	011	DATE PREPARED: 9th March 2020	DATE REVIEWED/REVISED: September 2025
Policy compiled by: M. Clarke			Approved by the Local Governing Body: Signed: L.Wood Date: October 2025
Signed: Martin Clarke On behalf of the Senior Leadership Team			
DATE OF NEXT REVIEW: September 2027			

Date	Notes
25/02/2023	Policy reviewed by M Clarke
27/02/2023	Policy reviewed by the Senior Leadership Team
26/02/2023	Approved by D Hughes (Governor) with changes to Page 7 to include vaping
12/03/2023	Updated link for personal searches added
March 2023	Policy approved by D Hughes and E Hart (Local Governing Body)
September 2025	Policy reviewed by Helen Hurley
October 2025	Policy approved by K Wood (Local Governing Body)

Ethos of the school

The philosophy of Kingsbury School is to provide a supportive and nurturing environment in which all students are enabled to develop their learning and personal skills. This strives carefully to prepare them for the opportunities, responsibilities and experiences they may encounter in their future lives and this policy has been written in accordance with this philosophy.

Rationale

It is our aim to help all students to be able to take their place safely in a world where a wide range of drugs exists. We recognise that some drugs have beneficial medicinal effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management. In order to be able to make informed choices, staff and students need to understand the nature of drugs, their social and legal status, their uses and effects.

This policy has been developed following a review by the Senior Leadership Team and Local Governing Body of our existing policy.

Location and dissemination

Policies are disseminated to the whole school, including school staff, students, governors and parents. Copies can be accessed on the school website. New members of staff will receive the policy through their induction programme.

The context of the policy and its relationship to other policies

- Child Protection and Safeguarding Policy
- School Behaviour and Discipline Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Educational Visits Procedures

The purpose of the policy is to underline our belief that substance abuse is wrong and has no place in our school environment.

This policy:

- Clarifies the legal requirements and responsibilities of the school;
- Reinforces and safeguards the health and safety of students and others who use the school
- Clarifies the school's approach to drugs for all staff, students, governors, parents/carers, external agencies and the wider community
- Enables staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Provides a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforces the role of the school in contributing to local and national strategies.

Where and to whom the policy applies

This policy applies to all school staff, students, parents/carers, governors and other partner agencies working with the school. This policy applies to day and residential trips and when schools are deemed in loco-parentis.

Definitions and terminology

The term "drugs" refers to:

- Drugs are substances which cause chemical and other changes to the mind and body
- All illegal drugs (those controlled by the Misuse of Drugs Act 1971) including Class A, B and C drugs
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers)
- All over the counter and prescription medicines

Staff with key responsibility for drugs

Prescribed medication Drugs which are prescribed by doctors for illnesses are to be handed into the school reception if they are brought into school. The school office will oversee their administration.

Headteacher: will ensure that staff and parents are informed about this drug policy, and that the policy is implemented effectively. The headteacher will also ensure that staff receive training, so that they can teach confidently and handle any difficult issues with sensitivity.

Assistant Headteacher (Personal Development): will liaise with external agencies regarding the school drug education programme, and ensure that all adults who work with students are aware of the school policy and work within this framework. The Assistant Headteacher will monitor the policy on a day-to-day basis and report to governors, when requested, on the effectiveness of the policy.

School Staff: Drug prevention is seen as a whole school issue. Every teacher and all school staff have a part to lay in the implementation of the policy.

Premises Manager: will support with internal and external risk assessments as and when necessary. They will also ensure the site is free of drugs and drugs paraphernalia through routine checks, carried out on a regular basis.

Drug Education

Drug education is a major component of drug prevention. Drug prevention aims to: minimise the number of young people engaging in drug use; delay the onset of first use; reduce the harm caused by drugs; and enable those who have concerns about drugs to seek help.

The aim of drug education is to provide opportunities for students to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

The school aims to provide opportunities for students to:

- Increase their knowledge and understanding of the risks and consequences of legal and illegal drugs.
- Explore their own and others' attitudes and values towards drugs and drug users
- Develop their personal and social skills so they feel able to communicate effectively, recognise choices, make decisions and access help when needed.

The drug education curriculum

Drug education takes place in Key stage 3 and 4 through Science, Religious Studies, Citizenship and the school Personal Development Programme (PSHE).

Methodology and resources

At our school, we ensure that all students are fully involved in lessons by using a variety of interactive and participatory teaching methods. Teachers use a range of active approaches in drug education such as:

- Action research
- Thought showers/mind maps
- Case studies
- Creative writing
- Role play/simulations
- Literature
- Discussion
- External contributors
- Drama visits
- Formal debate
- Group work
- Structured games
- Interactive ICT
- Local surveys
- Media analysis
- Peer education
- Questionnaires
- Quizzes
- Theatre-in-education
- Presentations
- Digital media supported by follow-up
- Visits from police drugs dog team

Confidentiality and handling disclosures

Teachers cannot and will not promise total confidentiality. The boundaries of confidentiality will be made clear to students. If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, the request cannot be agreed to if it means the member of staff will fail to fulfil his/her responsibilities in relation to:

- Child protection
- Co-operating with a police investigation
- Referral to external services

Every effort will be made to secure the student's agreement to the way in which the school intends to use any sensitive information.

Please see Appendix A for further advice

Staff support and training

Induction

During induction to Kingsbury School, staff will have time planned to gain a good understanding of the school drug policy and other related policies.

Continuing professional development

All those involved in teaching drug education will have the opportunity to develop skills, knowledge and confidence in addressing drug issues with students. Opportunities will be available for:

- Team teaching

- Observation of skilled staff
- Coaching or mentoring
- Training courses
- INSET

Time will be allocated to feedback to the staff about key issues for discussion following training, and to ensure that information has been disseminated to the staff.

Assessment, monitoring, evaluation and review

Assessment

The elements of drug education that form part of the Science curriculum at Key Stages 3 – 4 will be assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of drug education will also be assessed as part of the PSHE/Personal Development Programme provision.

Methods used in school will include:

- Student self-assessment
- Peer group assessment
- Teacher assessment

Monitoring and evaluation

Monitoring and evaluation of teaching and the curriculum enables the school to gather information about the quality, relevance and effectiveness of the drug education programme.

The monitoring of drug education will include:

- Looking at a sample of students' work
- Teachers making regular comments on the scheme of work/lesson plans
- Monitoring curriculum plans termly, with feedback to teachers
- Feedback from curriculum co-ordinators, year team leaders, class teachers and students about what has been covered
- Drug education/PSHE as a regular agenda item at tutor group meetings and relevant faculty meetings
- Drug education as a regular agenda item at Local Governing Body meetings

Approaches to evaluation include:

- Participatory activities at the end of lessons or units of work
- Questionnaires at the end of units or as part of an end of year review
- Feedback from students and teachers about particular aspects of the drug education programme, eg external contributors, theatre-in-education, peer education
- Comparison with the baseline of students' existing knowledge, understanding and skills

Students vulnerable to drug misuse including those at risk of exclusion and those excluded from school

Drug education will be a priority for these students. It will be developed to address their specific needs, as many are more likely to be using drugs, many are at higher risk of developing problematic drug use and some may have been excluded as a result of a drug incident.

The school will:

- Focus on ways to reduce the harm drugs can cause
- Involve a range of external contributors, as part of the planned programme, to add value by providing additional perspectives and approaches
- Link with tier-2 and 3 services such as young people's drug services, to provide targeted education, advice and support
- Provide a range of highly engaging activities including: media, film, music and ICT which focus on life skills
- Arrange access to diversionary activities that focus on life skills and develop students' self-esteem and self-worth, and basic skills such as literacy and numeracy
- Help students to access further information and support

Using outside visitors in school

Outside visitors contribute to a planned drug education programme.

The needs of students and special educational needs

Care will be taken to ensure that the drug education curriculum meets the needs of individual students and takes into account their age, maturity, stage of development and personal and social influences. Appropriately differentiated materials and approaches will ensure that vulnerable students, including those with SEN, receive their entitlement to drug education.

Students with SEN may be more vulnerable to situations involving risk. Teachers will focus more on developing students' confidence and skills to manage situations that require making decisions about drugs. Teachers will pay particular attention to enabling students to seek help and support when they need it.

Involvement of parents/carers

The school encourages the involvement of parents/carers by:

- Informing parents about the school drugs education policy and practice
- Making available the materials used to teach drugs education in our school
- Answering any questions parents may have about the drugs education their children receive in school
- Taking seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in school
- Involving parents in reviewing the school policy and making modifications to it as necessary, through parent-governors
- Informing parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

The role of governors

As part of their general responsibilities for the strategic direction of the school, governors have a key role to play in the development of our school's policy on drugs. Governors will be kept informed as to the efficacy of present drug education provision and involved in any changes to existing provision/policy that may need to be made.

MANAGEMENT OF DRUGS IN SCHOOL POLICY

Drug incidents and situations

- Drugs or drugs paraphernalia found on school premises
- Students in possession of unauthorised drugs
- Students supplying unauthorised drugs
- Students under the influence of drugs
- Disclosure of drug use
- Illegitimate sale/supply of drugs in the school vicinity

The school's stance towards drug incidents and situations

Any response will balance the needs of the individual with those of the wider community, and aim to provide students with the opportunity to learn from their mistakes and develop as individuals. Permanent exclusion will normally be the final step in the process for dealing with disciplinary offences after a wide range of other strategies have been tried without success. **Supplying an illegal drug is a serious breach of school rules and it will result in permanent exclusion for a first offence.**

Following any other incident, opportunities will be provided for the student to learn from their mistakes and develop as individuals. Opportunities include some or all of the following:

- Targeted support on a one-to-one basis
- Referral to an outside agency, e.g. Young Person's Substance Misuse Service, Youth and community Services, YOT
- Suspension
- Review with parents/carers as soon as possible after the incident as appropriate
- Individual Pastoral Intervention Plans.

Procedures for dealing with non-medical emergencies

Refer to Appendix A

Procedures for dealing with medical emergencies

Refer to Appendix B

Temporary possession and disposal of suspected illegal drugs

In taking temporary possession and disposing of suspected illegal drugs the school will:

- Ensure that a second adult witness is present throughout
- Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present
- Store it is the school safe with access limited
- Without delay notify the police, who will collect it, and then store or dispose of it in line with locally agreed protocols. The law does not require the school to divulge to the police the name of the student from whom the drugs were taken but school may do so. Where a student is identified the police will be required to follow set internal procedures.
- Record full details of the incident in the drugs incident file in Headteacher's PA's office
- Inform parents/carers, unless this would jeopardise the safety of the student

Alcohol, tobacco and e-cigarettes/vapes

Parents/carers will normally be informed and given the opportunity to collect the alcohol, tobacco or e-cigarettes/vapes, unless this would jeopardise the safety of the child. Counselling on the effects of alcohol and tobacco will be offered.

Volatile substances

Given the level of danger posed by volatile substances, the school will arrange for their safe disposal. Small amounts will be placed in the waste disposal to which students do not have access.

Medicines

Parents/carers will collect and dispose of unused or date-expired medicines (see page 2).

Needles/sharps

Needles or syringes found on school premises will be removed by picking up with a litter picker/picking up with thick leather gardening gloves/sweeping up using a dustpan and brush and placed in a plastic screw top bottle or other suitable container. This will be placed in the domestic waste. If a significant number of syringes are found, we will consult the District Council for further advice on disposal.

Searches

The school will always seek consent and ensure that a second adult witness is present. If this is refused the school may call the police. Searches will be conducted in such a way as to minimise potential embarrassment and distress.

Personal searches

In accordance with DfE guidance *Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies* Searching, Screening and Confiscation (publishing.service.gov.uk) school staff can search a pupil for any item if the pupil agrees. The headteacher and any member of staff authorised by the headteacher also has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have one or more of the following prohibited items in their possession: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; indecent images of children; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.

Searches of school property

Staff may search school property, for example, students' desks if they believe drugs to be stored there. Prior consent will always be sought. Individuals will be made aware that if consent is refused the school may wish to proceed with a search.

After any search involving students, parents/carers will normally be contacted by the school, regardless of whether the result of the search is positive or negative.

Staff conduct and drugs

Refer to Appendix C

Managing parents/carers under the influence of drugs

If a student is thought to be "at risk" or "in harm" by handing over to the parent, the school can, in extreme circumstances, refuse to hand over the student. This can only happen if the parent is in no fit state to take care of

the student. The appropriate services will be notified immediately. The Designated Safeguarding Lead (DSL) will need to record the situation and action(s) clearly, following local child protection procedures.

On occasion, the school might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home.

Police involvement

Legal drugs

The police will not normally be involved in incidents involving legal drugs, e.g. alcohol and tobacco. The school will, however inform Trading Standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances in the local area.

Illegal drugs

The police will be contacted to dispose of any illegal drug(s) found on a person(s) or the school site. Contact: police on 101.

The role of governors

The governors will contribute to any appeals against exclusions. Any actions will be in line with the LEA guidance document "The Exclusion of Students from School" September 2006.

Media

Any media enquiries should be dealt with by the Headteacher

APPENDIX A Confidentiality and Handling Disclosures

Confidentiality
Information about students will not be passed on indiscriminately. The Headteacher will be informed in all circumstances; staff have a contractual obligation to comply.

Teachers will make it clear to students that, although most information can be kept confidential, some may need to be passed on in the young person's best interest. However, the student will know when this has to happen, what will be done with the information and who will have access to it.

In the case of illegal activity, action will be taken in the best interests of the students.

Teachers are not obliged to pass on information about students to their parents, although where a teacher believes the student to be at moral or physical risk, or in breach of the law, they will ensure that the student is aware of the risks and encourage them to seek support from their parents. The teacher must report to the Headteacher who will arrange contact with parents.

In lessons, teachers will establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure students agree not to pressure one another to answer questions about their own experiences, also apply to staff.

Handling sensitive and controversial issues
Teachers will:

- Ensure students establish ground rules about how they will behave towards each other and how the issue will be dealt with
- Judge when to allow students to discuss issues on their own in small groups and when to join in and offer support
- Ensure that students are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can clarify their own opinions and views, including contributions made by visitors to the classroom.
- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school's values framework.
- Provide appropriate support after a session for any student who may be troubled by an issue raised.

Adapted from : "Passport – A framework for personal and social development" commissioned by the Gulbenkian Foundation, written by Jane Lees and Sue Plant.

APPENDIX B: Drug situations – medical emergencies

A person who is unconscious, having trouble breathing, seriously confused or disoriented or who has taken a harmful toxic substance, should be responded to as an emergency.

Your main responsibility is for any student at immediate risk, but you also need to ensure the well-being and safety of others. Put into practice your school's first aid procedures**. If in any doubt, call medical help**.

Always:

- Assess the situation
- If a medical emergency, send for medical help and ambulance

Before assistance arrives:
If the person is conscious:

- Ask them what has happened and to identify any drug used
- Collect any drug sample and any vomit for medical analysis
- **Do not** induce vomiting
- **Do not** chase or over-excite them if intoxicated from inhaling a volatile substance
- Keep them under observation, warm and quiet

If the person is unconscious

- Ensure that they can breathe and place in the recovery position
- **Do not** move them if a fall is likely to have led to spinal or other serious injury which may not be obvious
- **Do not** give anything by mouth
- **Do not** attempt to make them sit or stand
- **Do not** leave them unattended or in the charge of another student
- Notify parents/carers

For needle stick (sharps) injuries:

- Encourage wound to bleed. Do not suck. Wash with soap and water. Dry and apply waterproof dressing
- If used/dirty needle seek advice from a doctor

When medical help arrives:

- Pass on any information available, including vomit and any drug samples
- Complete a medical record form as soon as you have dealt with the emergency

APPENDIX C: Staff conduct and drugs

Responsibilities of employers and employees
The Headteacher has responsibility for the health, safety and welfare of students and staff at all times. Under the Health & Safety at Work Act 1974 employers have a duty to:

- Ensure the health, safety and welfare at work of employees
- Ensure that employees do not injure themselves or endanger the public or colleagues

Additionally, under the Management of Health & Safety at Work Regulations 1999, employers have a duty to assess the risks to health and safety of their employees. Employers can be liable to prosecution if they knowingly allow an employee to continue working under the influence of alcohol or drugs if that employee's behaviour places themselves or others at risk.

Equally, employees are required to take reasonable care of themselves and others who could be affected by their actions at work. School staff have a legal duty of care towards students in their care.

The welfare of staff
Prescription medicines or problem drinking by staff could be regarded as a health matter rather than an immediate cause for discipline.

Employers have a responsibility to maintain a safe and healthy working environment (DfEE circular 4/99) which will include taking action to support members of staff affected by workplace stress or other pressures.

Fitness to teach and discipline
Teachers' misuse of illegal drugs, prescription medicines or alcohol may be a disciplinary matter. It may lead to barring or restricting a person's employment for instance it if leads to criminal activity or to behaviour that involves an abuse of the teacher's position of trust or a breach of the standards of propriety expected of the profession (DfEE Circular 11/95). Employers have a statutory duty to inform the Department for Education and Skills and provide specific information when they cease to use a person's services (or might have ceased to use the person's services had they not withdrawn them) on the grounds of their misconduct, unsuitability to work with children or where a relevant health issue is raised (Education (Prohibition from Teaching or Working with Children) Regulations 2003).

A teacher may be deemed unfit to teach if he or she poses a risk or potential risk to the health and safety of students or colleagues. The governing body or Headteacher will take emergency action when they consider a teacher may have become medically incapable of performing teaching duties and is putting students or colleagues at risk (DfEE Circular 4/99 and DfES2000).