

## **READ SCHOOL DRUGS AND HARMFUL SUBSTANCES POLICY**

The aim of this policy is to acknowledge and clarify the School's role in drug prevention and education and ensure it is appropriate to pupils' needs. The policy provides information and guidance about drug education, as well as procedures to respond to any drug-related incident, for pupils, teachers, support-staff and outside agencies or individuals.

The policy aims to ensure that the approach taken on the issue of drugs is a whole-school one and is part of our commitment to and concern for the health and well-being of the whole school community. Teachers will need to be confident and skilled to teach drug education and pupils need to receive up to date, relevant and accurate information as well as support.

This policy aims to make clear procedures for responding to and managing drug-related incidents. Sanctions for incidents will be consistent with the school's behaviour policy. This policy should also be read in conjunction with the Personal, Social and Health Education (PSHE), Medical, Health and Safety, Smoking and SEND policies. This policy applies at all times to the school premises, school transport as well as school visits/trips/residentials etc.

### **1. Background**

- This policy has been written following DFES Drugs Guidance for Schools, 2004.

### **2. Rationale**

- In line with the Government's 10-year strategy *Tackling Drugs to Build a Better Britain*, Read School has a policy on drug education and dealing with drug-related incidents. We aim to provide a high-quality drug education programme for all our students.
- We recognise that children and young people are growing up in a society where drugs are used, and that they encounter legal and illegal drug misuse in a variety of situations. However, we are clear that alcohol, tobacco, volatile substances and other illegal drugs have no place in our school.
- Read School acknowledges that we cannot solve all the problems of drug misuse in society, but recognises that education can play a key role in ensuring that young people know the risks of taking drugs, have the knowledge and skills to make informed decisions and know how to access support and help if needed.
- Read School is committed to safeguarding the health and safety of its members and will not knowingly permit or tolerate possession, consumption, supply, or offer to supply, any drugs on the school premises. If any of these offences are committed, they will be thoroughly investigated and sanctions applied when necessary. School staff and other adults on site should act at all times as responsible role models and set a good example of drug-related behaviour. Therefore this policy will apply to any person on the school premises, unless the Headteacher has agreed for the rules to be altered for a particular function, e.g. when alcohol is available at an over 18 function.

### **3. Drug Definition**

A drug is a substance, legal or illegal, that can or does alter the way the mind or body works. This policy specifically covers alcohol, tobacco products, caffeine, solvents and other volatile substances, over the counter drugs and medicines, prescribed medicines, including tranquillisers, painkillers and illegal drugs.

## **Aims of Drugs Policy and Procedures**

### **4. General Aims**

- To provide a protective framework within which staff can teach and students can be taught.
- To help children and young people resist drug misuse in order to achieve their full potential in society
- To ensure that all students are given opportunities to develop skills, explore attitudes, consider consequences, and increase knowledge and understanding in order to make healthy informed choices about drug use and misuse

### **5. Specific Aims**

- To provide students with accurate information about substances and to dispel myths
- To increase understanding about the implications and possible consequences of drug use, including health and related issues
- To develop and enhance personal and social skills such as communication, assertiveness, and decision making skills
- To develop self esteem and self confidence
- To inform students about appropriate sources of additional support and enable them to access these.

### **6. Drug Education**

- Drug education is taught through the formal and informal curriculum. The main vehicle is the PSHE curriculum, in conjunction with lessons in Science.
- The school also actively co-operates with other agencies such as the North Yorkshire Police and the LEA to deliver its commitment to drug education and deal with drug related incidents. Such agencies should be used in a planned way and their contributions evaluated.
- The programme is based on a needs assessment and aims to build on existing knowledge, skills and attitudes. Lessons are carefully planned, with clear learning outcomes for each topic supported by appropriate teaching and learning activities and strategies for assessment. The whole programme is monitored at regular intervals and evaluated annually. The PSHE Co-ordinator takes the lead on these reviews, and for formulating any subsequent amendments.

### **7. Content**

The statutory National Curriculum Science order requires that the following elements of drug education be taught:

KS1 – How some drugs are helpful and some are harmful; pupils are encouraged to develop an awareness of why we take helpful drugs

KS2 – Pupils learn the difference between legal and illegal drugs and their effects and risks

KS3 – How the misuse of solvents, tobacco and other drugs affects health;

KS4 – The effects of solvents, tobacco, alcohol and other drugs on body functions.

The National Curriculum PSHE guidelines recommend that we help young people to:

- Develop confidence and responsibility and make the most of their abilities;
- Prepare to play an active role as citizens
- Develop healthier lifestyles;
- Develop good relationships and respect the differences between people.

8. The Read School drug education programme includes:

- Year 7 – What's the big deal about energy drinks? / The dangers of smoking and passive smoking/ What are drugs (Class a/b/c)
- Year 8 – What is vaping and is this as bad as smoking?
- Years 9- Why do people take illegal drugs and what does the law say about drug use?/ What are the short and long term consequences of excess alcohol drinking?
- Year 10- What is binge drinking, what are the risks and why do people still do it?

Drug education also fits into the wider PSHE programme to include exploration of attitudes, the development and applications of skills and awareness of risk and risk management, including choices and consequences in relation to life and health.

The content of the Drug Education Programme is based on Appendix 2 of Drugs: guidance for schools

## **9. Teaching Approaches**

A wide variety of teaching approaches is adopted. The PSHE coordinator provides suggestions and support for staff in identifying and using approaches suitable for the topics to be covered.

- Exposition
- Role play
- Brainstorming
- Group work
- Structured games
- Audio and visual games

## **10. Assessment, Monitoring and Evaluation**

Lessons are carefully planned incorporating time and strategies for formative assessment to ensure that the students reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills and how their attitudes and values have changed.

The effectiveness of the lessons is monitored through direct observation (formal and informal), and feedback from staff, students and parents/carers. The PHSE coordinator is responsible for reporting on the impact of the Drugs Education Policy to the SLT (via the Deputy Head teacher) and the Governing Board.

## **APPENDIX A – Dealing with Drug Related Incidents (See also the Read School Behaviour Policy).**

### *Procedures*

There are a variety of situations that would constitute a drug related incident outlined below

1. Pupil under the influence of drugs / alcohol
2. Drugs / alcohol / paraphernalia found on a pupil or the premises
3. Supplying by: pupil or school staff/parents /carers/persons external to the school premises
4. Disclosure
5. Suspicion or rumour
6. School staff/parents/carers/person external to the school community under the influence of drugs / alcohol on the school premises.

### *Boundaries and School Responsibility*

Read School pupils are expected to adhere to this policy once they have entered the physical boundaries of the school, until they leave the boundaries at the end of the school day. The policy will also apply to students on their journey to and from school and if they leave the school premises during the school day. Pupils will also be expected to adhere to this policy whilst they are attending an event, on work experience placements, or are on a residential or school trip, whether supervised or not. Any pupil involved in a drug related incident on such an occasion will be dealt with according to this policy. People concerned in the management of any venue hosting an event may impose additional procedures/ sanctions.

### *Support and Sanctions*

There will not be an automatic sanction applied to any drug related incident in school. Any response will be taken after considering all the relevant facts and information about a young person and the circumstances in which any drug related incident has come about. Depending upon the severity of the incident, designated member of the Senior Leadership Team and any external agency that can extend support to the school and/or young person may be implementing the support and/or action applied. The school response will be part of a supportive network developed to ensure that the school uses its powers to protect the long-term welfare of all the students in the school, keeping child protection issues in mind all the time.

There is a range of possible responses that the school may implement, having sought the cooperation of all involved. These could include (not in hierarchical order):

- Establish a personal support programme
- Assurance that the student is not a victim of bullying or similar
- Encourage positive input into school
- Consultation with support services
- Access to counselling
- Meeting with parents

### **Involvement of the Police.**

The school will consider involving the police for serious offences or where there is a lack of cooperation from the student or parents/carers. In addition the school may impose internal sanctions to help the student benefit from the experience and use the incident as a deterrent in school

Fixed term or permanent exclusion may be used when other options have been explored or where it is demonstrated that there is a significant risk to the safety or welfare of staff or students.

Supplying an illegal drug is a serious breach of school rules and it may be one of the exceptional circumstances where the Head judges that this is appropriate to expel the pupil, even for the first offence.

### *Records (See also Appendix 11 of DFES Drugs Guidance for schools 2004)*

Records of any drug related incidents will be made using the standard behavioural incident management paperwork. Such records will be kept securely by the Head or designated member of staff, and will only be shared with key people by either of the above. In order to support local monitoring and policies a copy should be sent on request to any suitably authorised personnel.

### *Confidentiality and Disclosure*

Young people wishing to disclose drug use by themselves or their peers to school staff are informed that confidentiality cannot be guaranteed and that the issue may need to be taken further for the student's safety. Any information will be recorded and treated sensitively in line with the school's Safeguarding Policy.

### *Public Disclosure*

The main purpose of drug education is to develop young people's knowledge, skills, attitudes and values and not to find out about their personal drug use. Public disclosure from staff and students should be discouraged at all times. However, the staff should make it clear that students can talk with them privately on matters that are concerning them (see section on confidentiality above). At the start of the drug education programme, students are reminded of the code of conduct within the PSHE lessons, which includes issues of confidentiality as part of the group agreement. If any member of staff or a student is asked about personal drug use, they will refer back to the ground rules.

### *Collecting Evidence*

The law permits school staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a student from harm and / or committing an offence of possession.

- i. The substance should be either handed to the police who will be able to identify if it is an illegal drug or it should be disposed of in the presence of a witness, but its identity cannot be claimed in retrospect. School staff should not attempt to taste or analyse an unidentified substance.
- ii. It is open to a member of staff to search a student's bag or locker where he/she has reasonable cause to believe it contains unlawful items. This should be done in the presence of a witness.
- iii. Where students are suspected of concealing illegal substances on their persons, every effort should first be made to secure the voluntary handing over of any unlawful substance by, for example, asking them to turn out their pockets.
- iv. It is also reasonable for the member of designated teacher/member of SLT, when interviewing a student to ask the student to make his/her bags available for inspection.
- v. The teacher must be careful to ensure that there is no opportunity for allegations of assault or improper conduct to arise, and therefore a witness should be in attendance at any interview or search of belongings.
- vi. If a pupil refuses, the pupil should be detained while the police are called in to deal with the situation.
- vii. Teachers should never conduct intimate physical searches. The powers to search by the police are clearly defined in law.

**Updated by Ruth Ainley (Head)  
August 2025**

**Next update: August 2026**

## **Safeguarding Policy: Section on Responding to Allegations Against Students (Care of Perpetrators)**

### **1. Introduction and Guiding Principles**

This section outlines the school's approach to allegations of harm or abuse committed by a student against another student or a member of the school community. The school's primary duty is to protect and ensure the safety of all students, with a particular focus on the victim. At the same time, we recognize our responsibility to the student who is the subject of the allegation (the "perpetrator"). Our response will be guided by the following principles:

- **Prioritizing Victim Safety:** The immediate safety and well-being of the victim and any other vulnerable students are paramount.
- **Fair and Consistent Process:** The school will follow a fair, impartial, and consistent process for investigating all allegations.
- **Support and Accountability:** We will provide support to the perpetrator while holding them accountable for their actions.
- **Rehabilitation and Education:** Our goal is to promote a restorative and educational approach, addressing the underlying causes of the behavior and preventing future incidents.
- **Confidentiality:** All information related to an allegation will be handled with the utmost confidentiality, shared only on a "need-to-know" basis with relevant staff and external agencies.

### **2. Immediate Actions and Risk Assessment**

Upon receiving an allegation, the Designated Safeguarding Lead (DSL) will immediately:

- **Ensure Separation:** Take immediate steps to ensure the safety of the victim and separate them from the alleged perpetrator, as appropriate and without causing further distress.
- **Initial Fact-Finding:** Conduct a preliminary investigation to determine the nature and severity of the alleged incident.
- **Risk Assessment:** Complete a thorough risk assessment to identify any immediate or ongoing risks posed by the alleged perpetrator to the victim or other students. This may include a risk of retaliation, further harm, or escalation of behavior.
- **Contact with Parents/Carers:** Inform the parents/carers of the alleged perpetrator, unless doing so would pose a risk to the child or the investigation, in line with established child protection procedures.

### **3. Support and Welfare for the Perpetrator**

The school will provide support to the student who is the subject of the allegation, recognizing that they may be experiencing significant emotional distress, and that their behavior may be linked to their own vulnerability or personal history. This support may include:

- **Pastoral Care:** Offering pastoral support from a form tutor, head of year, or school counselor.
- **Educational Intervention:** Implementing educational interventions aimed at helping the student understand the impact of their behavior, develop empathy, and learn appropriate social and emotional skills.
- **Restorative Justice:** Where appropriate and safe for the victim, engaging in restorative practices to help the perpetrator understand the harm they have caused and take responsibility for their actions.

- **Professional Referrals:** Making referrals to external agencies, such as child and adolescent mental health services (CAMHS), social services, or youth justice services, if there are concerns about the perpetrator's own welfare or if the behavior is part of a wider pattern of concern.

#### 4. Disciplinary Actions

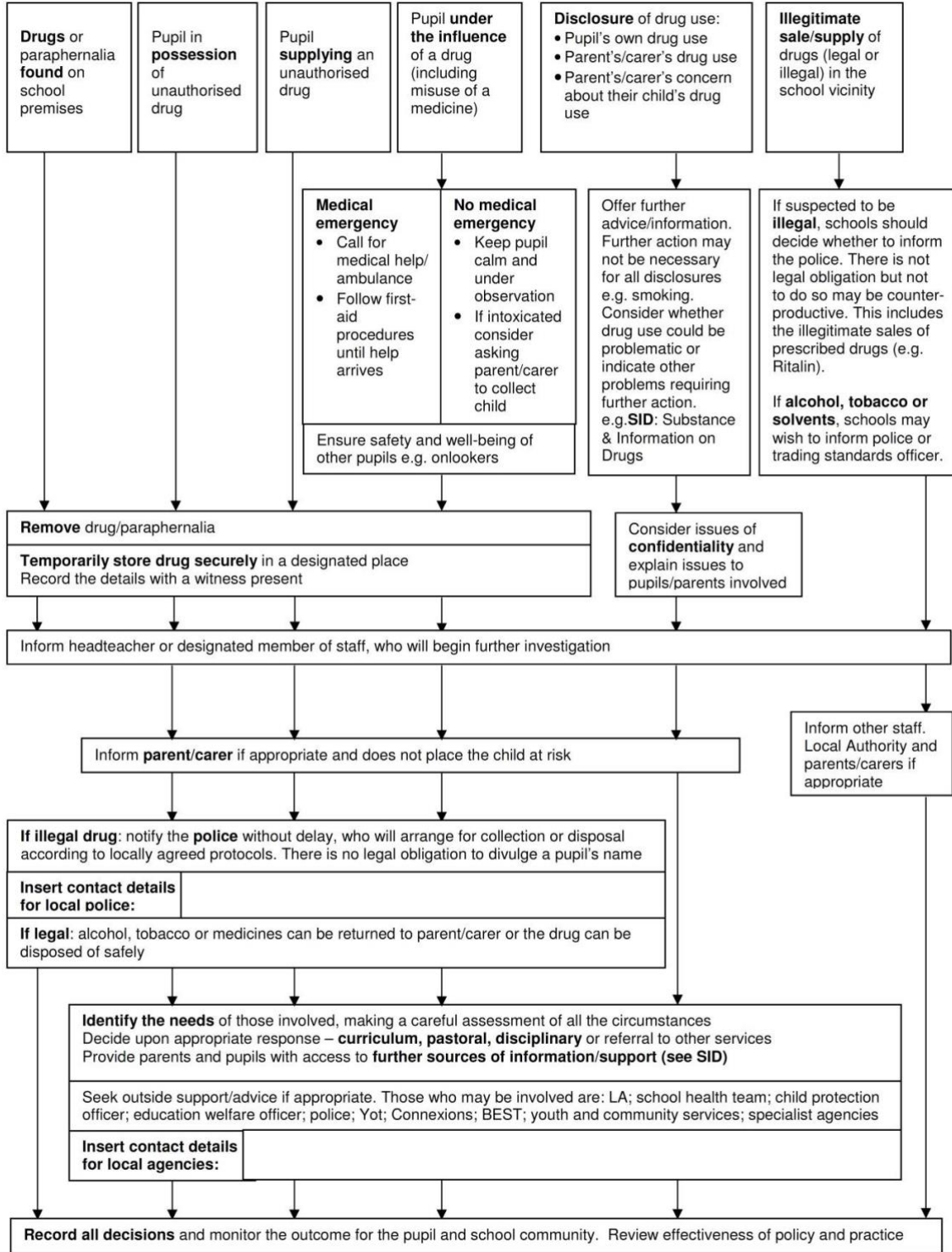
The school's disciplinary procedures will be followed in response to the outcome of the investigation. Disciplinary actions will be proportionate to the nature and severity of the incident and will be designed to hold the student accountable while providing an opportunity for learning and change. This may include:

- **Internal Sanctions:** Detentions, loss of privileges, or internal exclusions.
- **Exclusion:** In severe cases where the perpetrator's actions pose an unacceptable risk to the safety and well-being of others, a fixed-term or permanent exclusion may be considered, in line with school policy and national regulations.
- **Review and Reintegration:** Following any disciplinary action, the school will develop a plan for the student's re-entry into the school community, with ongoing support and monitoring to ensure the safety of all students.

#### 5. Communication and Record Keeping

- All communication with the perpetrator, their parents/carers, and external agencies will be documented accurately and confidentially.
- A clear and comprehensive record of the allegation, investigation, risk assessment, and all actions taken will be maintained by the DSL and stored securely.

## APPENDIX B: Responding to incidents involving drugs



## Appendix C: Record of incident involving unauthorised drug

1. For help and advice, telephone the LA
2. Complete this form WITHOUT identifying the pupil involved
3. Copy the form
4. Send the copy within 24 hours of the incident to the LA
5. KEEP the original, adding the pupil's name and form – store securely

Tick to indicate the category:

- Drug or paraphernalia found ON school premises
- Emergency/Intoxication
- Pupil in possession of unauthorised drug
- Pupil supplying unauthorised drug on school premises
- 
- Incident occurring OFF school premises
- Pupil disclosure of drug use
- Disclosure of parent/carer drug misuse
- Parent/care expresses concern

Name of pupil:	
Form:	Time of incident:
Age of pupil:	Date of incident:
Report form completed by	

First Aid given? YES NO

First Aid given by: .....

Drug involved (if known):

(eg. Alcohol, paracetamol, Ecstasy)

Senior staff involved:

Ambulance/Doctor called? YES NO (Delete as necessary)

Called by: ..... Time: .....

Drug found/removed? YES / NO

Where found/seized: .....

Name and signature of witness:

.....

Disposal arranged with

(police/parents/other): .....

..... At time:

Other action taken: (e.g. Matron or other agency involved, pupils/staff informed, sanction imposed, LA/GP/Police consulted)

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If police, incident reference number:

Name of parent/carer informed \* : Informed by:

(\* for school records only) At time:

Brief description of incident (including any physical symptoms):