



Holmer Green Senior School

Drug Education  
and Management  
Policy

March 2024

## 1. Introduction

Holmer Green Senior School does not condone the use of illegal drugs or misuse of other legal substances e.g. solvents, tobacco, e-cigarettes or vapes, alcohol, or the supply of these substances. The school is committed to the health and safety of our students and will take action to safeguard their health and wellbeing.

As part of our care for the welfare of our students the school believes it has the duty to inform and educate young people on the consequences of drug use and misuse. We believe that health education is a vital part of the Personal, Social and Health Education of every student.

The school has a well developed Pastoral system. The lead for the PSHCE programme, Assistant Headteacher responsible for Safeguarding & Behaviour and The Pastoral Team address the wider pastoral needs of students.

Whilst we acknowledge that the numbers of young people who use and misuse substances is rising, we also recognise that many young people are choosing not to misuse substances.

**In this Policy the term 'drugs' refers to all drugs including medicines, volatile substances, alcohol and tobacco, e-cigarettes or vapes and novel psychoactive substances ("legal highs").**

## 2. The Purpose of this Policy

The purpose of this Drugs Policy is to:

- Clarify Holmer Green Senior School's approach to drugs for **all staff, students, governors, parents and carers and external agencies working with the school.**
- Clarify the legal requirements and responsibilities of the school.
- Give guidance to staff on developing, delivering and monitoring our drug education programme.
- Enable staff to deal with drug related incidents with confidence, competence and consistency.
- Enforce and safeguard the health and safety of students and others who use the school.
- Provide a basis for evaluating the effectiveness of the school's approach to drug education and its management of incidents involving unauthorised drugs.
- Give guidance to parents and carers on the drug education their child receives.
- Reinforce the role of the school in contributing to local strategies.

## 3. The Context of the Policy and its links

This Policy is a separate written Policy but has links with the Health and Safety Policy, and the Safeguarding Policy.

Copies of all school policies can also be obtained from the Headteacher's PA and some are available on the school website. Summative information leaflets are also available for students, staff, parents and carers through the School Nurse. Information is also easily found online at NHSdirect.co.uk

## 4. Staff with Key Responsibility for Drugs

The following members of staff oversee and co-ordinate drugs issues within the school:

Policy development and review, involving students and staff (Kerri Stone as DSL)  
Parents and carers and relevant local agencies (Kerri Stone as DSL)  
Co-ordinating the drug education programme (Alan Wooller – Assistant Headteacher leading PSHCE)  
Managing any drug related incidents (Ed Hillyard /Kerri Stone/Dayle McGilvray)  
Ensuring the overall health welfare and wellbeing of all students is taken into account (Ed Hillyard /Kerri Stone/Dayle McGilvray)  
Establishing links with outside agencies (Pastoral Teams)  
Cross-phase liaison with local schools to promote a smooth transition (Kerri Stone and Head of Year 7)  
Accessing and co-ordinating training and support for staff (Kerri Stone/Dayle McGilvray)  
Administration of prescriptive drugs / non-prescriptive medicines. (Medical officer)

## **5. The Roles of the Headteacher and Governing Body**

The Governing Body takes overall responsibility for the Policy and its implementation. The Headteacher will be responsible for liaison with the Governing Body, parents and appropriate outside agencies. The Headteacher will also be responsible for the appointment of a member of staff responsible for PSHCE who will oversee health education and make recommendations. The Headteacher will ensure that designated staff dealing with substance issues are trained and supported.

In the event of an incident involving substance misuse or supply on the school premises discussion will take place between the Headteacher and the Designated Safeguarding Lead. Parents and/or external agencies will be contacted by the Headteacher or a member of the Senior Leadership Team. The school, parents and external agencies may then work together to support the student.

The school will consider each incident individually and recognises that a variety of responses will be necessary to deal with incidents. The school will consider carefully the implications of any actions it may take. It will seek to balance the needs of the student, the school community and the local community.

If a student admits to using or supplying substances off the premises, the Headteacher and the DSL should be informed. Discussion will take place as above.

The school does not have a legal responsibility to contact the police in all incidents; however, it recognises the unique role that the police have in their ability to give relevant advice and support. It considers this role to be essential and in the vast majority of cases would work in close liaison with the police.

There are incidents when the school does have a responsibility to contact the police:

- The school cannot knowingly allow its premises to be used for the production or supply of any controlled substance, or the preparation for the use of any such substance. Where it is suspected that substances are being sold on the premises the police will be contacted by the Headteacher.
- If a suspected substance is found the police will be contacted immediately by a senior member of staff. The police will then seize any suspected substance and arrange for safekeeping. Identification of the substance will then take place and information passed to the school. Any suspected substance should not be kept on the school premises, but will be locked in the school safe until directed otherwise by the police.

The Governing Body will be involved in overseeing substance education through the PSHCE Curriculum and substance related incidents in the same manner as any other matter concerning the direction of the school. The Governing Body and the Headteacher will take

responsibility for liaison with the media.

## **6. Guidance for Staff on Incidents Involving Drugs**

The Headteacher or member of staff instructed by the Headteacher may search a student for any item banned by the school rules, including drugs. Holmer Green Senior School follows the procedures recommended in "Screening, Searching and Confiscation" (January 2018).

## **7. Controlled Drugs**

In taking temporary possession and disposing of *suspected* controlled drugs, school staff 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 witnesses present.
- store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff.
- notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols.

The law does not require a school to divulge to the police the name of the student from whom the drugs were taken but it is advisable to do so and

- record full details of the incident, including the police incident reference number.
- inform parents/carers, unless this is not in the best interests of the student.
- identify any safeguarding concerns and develop a support and disciplinary response.

## **Tobacco – Smoke Free Schools including e-cigarettes & vapes**

- The school is a smoke-free site
- The school provides information and support for smokers to quit, e.g. promoting access to smoking cessation classes, which may be provided on the school site, and access to staff from 'Addaction', School Nurse or other relevant organisations connected with education in substance misuse, to help them to do so.

## **Procedure for Students Caught Smoking Tobacco or Vaping**

- Cigarettes and smoking accessories to be taken from student.
- The student taken to the Hub to meet a member of the Pastoral Team.
- School sanction given, likely to be in the form of a fixed term suspension.
- A reintegration meeting will take place with parents or carers.
- External agencies may be approached for support.

## **Procedure for Students Caught or Suspected of Drinking Alcohol During the School Day**

- Alcohol (if present) to be taken from the student
- The student taken to The Hub or the Medical Officer if appropriate.
- Parents contacted and asked to come in to school to collect the student.
- School sanction given, likely to be in the form of a fixed term suspension.
- A reintegration meeting will take place with parents or carers.
- External agencies will be approached for support if ongoing problem.

## **8. Guidelines on the Administration of Prescription Medicines to Students (Please also see the Administrations of Medicines Policy)**

Holmer Green Senior School aims to ensure that students with specific medical needs should be able to continue to lead as normal a life as possible at the school in a way that is consistent with the maintenance of their own health and that of other students.

As well as considering students' needs the school has to take account of parental responsibilities, professional medical advice, the legal position and the interest and rights of all staff in the school.

- The parent or carer is responsible for letting the school know of any medical needs before the student's entry to the school and if treatment becomes necessary after they join the school.
- Medication should be taken at school only when absolutely necessary.
- **In all cases the parent or carer should discuss their son or daughter's medical needs with the Medical Officer before any medicines are brought into school.**
- For students whose medical needs fall outside the principles outlined above, arrangements will be made on an individual basis and will be developed following consultation with parents and/or relevant health professionals.

## **Guidelines on the Administration of Non-Prescription Medicines**

The school will take no responsibility for the administration of non-prescription drugs, nor will they store these for a student unless:

- There is a direct and well supported written request from the parent or carer.
- It is on a school trip where specific parental permission has been gained.
- The situation arises where the member of staff responsible feels that this is appropriate and rings the parent or carer to gain consent.

Any non-prescription medicines held by the school will be kept securely in the Medical Room.

## **9. Children with Conditions Giving Particular Cause for Concern**

Every effort will be made to cater for the medical needs of any student whose long or short term condition requires specific management or may need emergency intervention. Students who fall into this category will not be allowed to come to school unless there has been a full consultation between school, parents and carers and the relevant health professionals, and only if the school feels confident that it can fulfil its role. No student will be permitted unless necessary training of staff has been undertaken.

## **10. School Trips and Activities**

Every effort will be made to ensure that students with specific medical needs can take part in all school activities, including day or residential trips. Again, these can only happen if all staff are confident in their role and have the necessary expertise. For trips, consent forms will give responsible staff the ability to authorise necessary emergency treatment and to administer non-prescription drugs. More complex medical needs will involve close discussion at an early stage in the organisation of the trip.

## **11. Insurance**

All staff who volunteer to administer medicines to students or to support students with

specific medical needs are covered under school policies as such activities are regarded as 'appropriate' for school staff.

## **12. Vulnerable Students**

Holmer Green Senior School is committed to supporting students with particular needs and has a range of options for those involved in a drug incident. The needs of students in relation to drugs may come to light other than via an incident, for example through the pastoral system. Possible responses include:

## **13. Early Intervention**

Where risk factors associated with possible drug use or misuse have been detected or where a student has disclosed a problem early communication between teachers and early involvement of parents and carers may set the scene for early, supportive pastoral intervention. An appraisal should take place to determine the nature of the student's needs and the additional support a student might need if, for example

- their knowledge about drugs is low
- they rely upon frequent use of drugs
- their drug use is causing problems such as conflict at home
- they feel under pressure to use, perhaps due to other problems
- their or someone else's drug use is impacting on their behaviour and/or emotional health.

**This initial appraisal will be conducted by The DSL or Pastoral Lead.**

In addition to the drug education students receive through the curriculum, extra support at Holmer Green Senior School can involve any or all of the following:

- Providing information and advice in relation to specific drugs in liaison with the school nurse.
- Liaison with the school's external agencies, e.g. We Are With You.
- Facilitating access to activities of interest to them (such as youth clubs, extra-curricular events and activities and external provision).
- Switch
- Liaison with Outreach Services.

There may be instances when substance misuse is noted as ongoing and harm reduction needs to be acknowledged and managed. The DSL will seek advice and support from We Are With You (or similar agency) other agencies in the first instance. If appropriate, and concern is raised for a wider section of the student body as a prevalent area of concern, this will include delivery of appropriate information to the wider school community.

## **14. Intoxicated Parents or Carers on School Premises**

When dealing with intoxicated parents or carers, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a student into the care of a parent or carer. For example, where an intoxicated parent is intending to drive a child home. Where this situation occurs on site during school hours a member of the Senior Leadership Team should be notified. He or she will discuss with the parent or carer if alternative arrangements could be made, for example asking another parent or carer to accompany the student home. If it is off site and no member of the Senior Leadership Team is present, the member of staff in charge of the event with the support of other staff should follow the procedure outlined above. The focus for staff is always the maintenance of the student's welfare, as opposed to moderation of the parent or carer's behaviour.

Where the behaviour of an intoxicated parent repeatedly places the student at risk the

Headteacher and The DSL will decide whether the circumstances are so serious as to invoke child protection procedures. Where a parent or carer becomes abusive or violent, the staff member dealing with the incident (see above) should consider whether the involvement of the police is necessary.

## **15. Staff Conduct and Drug Use**

**Teachers have a duty to act in 'loco parentis'** to students entrusted to the school, including school trips. Staff will adhere to the Staff Alcohol and Drugs Policy when conducting any school trip or activity. This Policy states: Staff are not permitted to drink alcohol, Educational Visits Policy Page 4 of 5 smoke or take any form of recreational drug whilst on duty in any of the above forms of supervision.

### **a) Educational Aims and Rationale**

- To enable students to make healthy and informed choices by increasing knowledge, challenging attitudes and developing and practicing skills.
- To provide accurate information.
- To increase understanding about the implications and possible consequences of use and misuse.
- To widen understanding about related health and social issues e.g. relationships, crime, HIV and AIDs.
- To enable students to identify sources of appropriate support.

We aim to meet these aims through the taught curriculum - mainly through the delivery of PSHE/Citizenship, Science and Physical Education. The school liaises with other agencies including the Community Police, Social Services, Educational Welfare Services, Health and Drug Agencies.

### **b) Implementation of Drug Education**

Drug Education focuses upon substance use and misuse. It is essentially delivered in Key Stages 3, 4, and Key Stage 5 as part of the school's PSHCE programme.

A wide variety of resources are available to support drugs education and Key Stages 3 and 4 and are in the PSHCE section of the Learning Resource Centre. Resources are reviewed and updated as appropriate.

The areas of study outlined below describe the knowledge, understanding, skills and attitudes students should explore:

- recognise personal responsibility for decisions about substance use
- know the basic facts about substances including their effects and relevant legislation
- be aware of myths, misconceptions and stereotypes linked to substance use
- develop appropriate techniques for coping with situations in which substance use occurs

older students will also:

- explore the historical, cultural, political, social and economic factors relating to the production, distribution and use of drugs world-wide▪ understand that Britain is a drug using society and recognise the different patterns of use and their effects
- recognise that individuals are responsible for choices they make about drug use
- be able to analyse safe levels of intake, e.g. tobacco use is never safe, limited use of alcohol may be and how to respond if students find themselves in situations where peers may be under the negative effects of legal and illegal substances, eg too much alcohol at a party.
- discuss the role of the media in influencing attitudes towards drugs, particularly smoking and alcohol
- be able to communicate effectively and confidently with those who administer

medication.

## 16. Cross Curricular Links

### a) Citizenship

#### Key Stage 3

- ✓ the precious liberties enjoyed by the citizens of the United Kingdom
- ✓ the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- ✓ the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

#### Key Stage 4

- ✓ human rights and international law
- ✓ the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- ✓ diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- ✓ the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

#### SMSC

- ✓ enable pupils to develop their self-knowledge, self-esteem and self-confidence
- ✓ enable pupils to distinguish right from wrong and to respect the civil and criminal law
- ✓ encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- ✓ principles are actively promoted which provide pupils with a broad general knowledge of public institutions and services in England assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

### b) Science

Health – the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

## 17. Methodology and Resources

High quality learning materials are important and materials are adapted to suit students' needs and come from a number of sources.

Holmer Green Senior School recognises that drug education shares the features of well taught lessons in any subject.

In addition it is recognised that **three good practice guidelines** underpin good drugs education:

- **Establish ground rules:** One of the rules should establish **that it is not appropriate for students or teachers to disclose or discuss their personal or family drug use.**
- **Start where the students are:** Lessons should start at a point where students can relate, and then progress into areas of new exploration and learning. All learning



and comments must be made in a safe environment.

- **Using an active learning approach: Teachers use a wide range of active approaches, e.g. discussion, drama, role-play, games.**

### **18. Assessing, Monitoring, Evaluating and Reviewing Drug Education**

- Students and teachers are invited to evaluate PSHCE programme regularly. This supports the school in identifying student needs and determining programme content.

Student self-assessment is utilised within PSHCE. Teachers assess pupil understanding of drug education using a variety of methods

- The Drug Policy will provide a basis for in service training.
- Drugs education is monitored and evaluated through the School Self Review System.

### **19. Involving and Consulting Others**

Holmer Green Senior School recognises the importance of involving and consulting others. PSHCE teachers and Pastoral Managers have been consulted on aspects of drugs education through the revision of the current PSHCE programme.

Students will be consulted on the PSHCE programme at Key Stage 3 and Key Stage 4 using questionnaires.

Parents will be consulted through parents and carers evenings where a summary of the key points and an invitation for feedback and comment is provided.

### **20. Reviewing and Updating the Policy**

- The effectiveness of the Drug Policy will be reviewed annually by the Head of PSHCE, the DSL, the Headteacher and the Governing Body.
- Personnel consulted in the construction of the current document include:

Headteacher  
Senior Leadership Team  
Pastoral Leader  
Medical Administrators

### **Local and National Guidance and Support**

This Policy is written with reference to current DfE guidance and advice.

Policy ratified: March 2024  
To be reviewed: March 2026