



Archbishop Beck Catholic College

Drugs Policy

1. Introduction

- 1.1 This policy covers the use and misuse of all psychoactive substances by students. Substances covered by the term drugs in this policy include illegal drugs, tobacco, alcohol, solvents and prescription or over-the-counter-medicines (used for purposes other than those for which they were prescribed/intended).
- 1.2 The definition of a drug given by the United Nations Office on Drugs and Crime is: 'A substance people take to change the way they feel, think or behave'.

The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all illegal drugs controlled by the Misuse of Drugs Act 1971 and the Act's amendments, i.e. Drugs Act 2005.

- 1.3 The Archbishop Beck Catholic College Values/Vision or Ethos Statement

The College considers itself to be at the heart of a caring and supportive community that values all individuals as equals. We aim to protect all members of our community from the consequences of drug, alcohol and substance misuse. Where appropriate, we will offer support and guidance to students at risk, but will also adopt a zero tolerance approach to the supplying of drugs to other members of the College community. We hope that regular training for staff and other members of the community will help to reduce the risks of drug abuse amongst the students. We believe that involving parents and carers in such initiatives will also help raise awareness and reduce the risks to family members.

2. Purpose of Policy

- 2.1 The purpose of the College Drugs Policy is to:
 - Clarify the College's approach to drugs for all staff, students, parents/guardians, external agencies and the wider community
 - Ensure that staff can manage any incidents with confidence and consistency, maintaining the best interests of those involved
 - Contribute to making a safe and supportive learning environment
 - Fulfil all safeguarding responsibilities by ensuring that students are protected from harm, and that those for who drugs are a concern, receive the appropriate care and support
 - Provide staff with the training and understanding to help manage drugs on premises, and any incidents that occur, with confidence and consistency, whilst always preserving the best interests of those involved.

3. Drug Education

- 3.1 The College recognises its duty to promote student wellbeing and is also required to promote pupils' spiritual, moral, social and cultural development¹. As part of this the College has a responsibility to help students manage risk; reducing the likelihood they may be harmed by use of legal and illegal drugs.
- 3.2 The aims of the College drugs education curriculum is to:
 - a) Increase knowledge and understanding about the short and long- term effects of drugs, laws relating to drugs, the impact of drugs on families, communities, and personal behaviour, the prevalence and acceptability of drug use among peers, and the moral, social, and emotional issues surrounding drugs
 - b) Develop student's personal and social skills to make informed decisions to stay safe and healthy including finding information and advice and devising coping strategies
 - c) Enable students to explore their own and other peoples' attitudes towards drugs, drug use, and users

- 3.3 The College will ensure that Key Stage 3 students will learn about the effects and risks of drugs, and the laws relating to drugs, as well as the skills to recognise and manage risk and to resist pressures. Students will develop the skills to make choices for a healthy lifestyle and learn where to go for help and advice.
- 3.4 The College will ensure that Key Stage 4 students enhance their knowledge, and learn more about the effects of drug misuse on family, friends, community and society. This will help to provide a greater overall understanding through clarifying their opinions and attitudes in discussions and debates regarding the consequences of their decisions.
- 3.5 Drug Education will be delivered via the Science and Citizenship lessons supported, where judged appropriate, by external drug educators through assemblies and the college enrichment programme.
- 3.6 Inviting External Agencies: The College recognises that students often find visitors a useful and informative part of their learning, but equally we know that for visits to be successful there needs to be shared understanding about the nature and content of the session(s). As a result, the College will ensure the following measures are adhered to when using external agencies to deliver drugs education:
- Negotiate content with the visitor to take account of class needs and ensure relevance
 - Ensure that visitors have a clear understanding about the aims and objectives of the session and that they have seen, and understood, the College's drug education policy
 - Ensure that visitors have been briefed on any particular sensitivities that there may be in the student group – these may include identified drug issues by particular students or their families – as well as any broader needs within the group
 - Be present at all times when a visitor is in the class, and be ready to be an active participant in these sessions
 - Ensure that students reflect on the learning from particular sessions with visitors, assessing the learning, and building skills and pro-health attitudes
 - Follow up any unresolved issues and, whenever needed, extend the learning begun by the visitor, in a subsequent lesson
 - Be alert to any distress caused, or concerns raised, in the session and ensure that appropriate support is provided.

¹ Ofsted (2011) Framework for school inspections

4. Managing Drug Related Incidents

- 4.1 This section of the policy has due regard to the government's guidance on managing drug-related incidents, namely DfE's (2012) *Drugs Advice for Schools*, (2014) *Searching, Screening and Confiscation* and this policy also has due regard to HM Government's (2018) *'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'* statutory guidance (see Section 11 for links to all guidance).
- 4.2 The College will operate a zero-tolerance policy towards drug use or supply on the premises, this will include students arriving under the influence of substances. When dealing with drug-related incidents, all incidents should be recorded (see Appendix 3 for a copy of the form) and the following procedures will apply (See also Appendix 1: the flowchart for 'Managing Drug Incidents')

Please be aware that some students may require additional needs and support, this could affect the way that these students may react to situations. Reasonable adjustments should be made if a student has additional needs. Procedures should be explained to any SEN student using alternative methods of instruction, if this is deemed necessary. Each individual step of the process needs to be explained, using simple and direct language, before it is carried out.

5.2.1 Suspected Intoxication

If a student is found to be, or suspected of being, **under the influence of drugs or alcohol** a senior manager will be notified, the student's family and home institution will then consequently be informed. **The student may be referred to the local substance misuse service.** If the College is aware that the student is known to the local authority's children's services, the details of this incident should also be shared with the named social worker.

5.2.2 Suspected Possession of Alcohol or Drugs

If a member of staff suspects that **a student is in possession of alcohol or drugs** they must inform a member of the senior leading team (SLT) / Designated Safeguarding Lead. The SLT will ask the student to empty their pockets or bags. If the student refuses, parents, carer or social worker and the police may be contacted to conduct the search. The SLT may decide to conduct the search in the presence of another member of staff, or may authorise a female member of staff to do so if the student is female. If the College is aware that the student is known to the local authority's children's services, the details of the incident should be shared with the named social worker.

The College has a responsibility to hand any illegal drugs so discovered to the police. If the police cannot attend by the end of the day, the College may send a representative to deliver the drug to the nearest police station having first contacted the police by an established method to inform them of their route and mode of transport. The College will notify the student's home institution and refer the pupil for support, assessment and onward referral where appropriate. The College may consider taking steps to exclude the student, whilst at the same time referring the student for support.

5.2.3 Suspected Supplying of Drugs

If a student is found with a quantity of drugs that arouses suspicion of supplying drugs to others the police will be informed and, unless there are exceptional circumstances, **the College may consider taking steps to permanently exclude the student.** Additionally, the College will seek to secure consent from the student to refer the student for support to the local service. If the College is aware that the student is known to the local authority's children's services, the details of this incident should be shared with the named social worker as soon as is reasonably possible.

5.2.4 Suspected Supplying of Drugs Outside Premises

If it is suspected that a **student is involved in the supply of drugs outside the College**, the police will be contacted and the student's home institution informed. If the College is aware that the student is known to the local authority's children's services, the details of this incident should be shared with the named social worker as soon as is reasonably possible. If the student is supplying drugs to other students in the College, permanent exclusion may be considered.

4.3 Police Actions and Interventions

The Police and Criminal Evidence Act 1984 allows the police to enter premises with consent in order to execute a warrant, arrest someone for an offence, search following an arrest, prevent a breach of the peace, or pursue a suspected offender. However, the police cannot demand by right to know whom a drug was confiscated from and there is no obligation to pass on this information.

The offence of obstruction involves a positive and actively obstructive act, such as the physical concealment of illegal drugs or of a person who possesses them, or helping such a person to escape, for example, creating a diversion or providing means of transport.

4.4 Searching Pupils

A student can be searched if the staff member thinks that there are reasonable grounds for suspecting that a student is in possession of drugs. Staff should be aware that students can be searched with or without their consent. The Head teacher, or a member of school staff consenting to being authorised by the Head teacher, can carry out a search. The staff member carrying out the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should also be the same sex as the student being searched.

When conducting a search: Please see searching, Screening and Confiscation Advice for Schools – July 2022

- The person conducting the search may not require the student to remove any clothing other than outer clothing - 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, socks, gloves and scarves
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can perform
- Under common law powers, learning environments are able to search lockers and desks for any item, provided the student agrees. Learning environments can also make it a condition of having a locker, or desk, that the student consents to be searched for any item, whether or not the pupil is present
- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the *prohibited items* listed above

4.5 Handling Suspected Illegal Substances

The College's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. In addition, Section 5 of the Misuse of Drugs Act 1971 makes lawful provision for a person, in order to prevent the commission or continuance of an offence, to take possession of a controlled drug and either destroy it as soon as reasonably practicable, or hand it to a police officer for identification and destruction.

The College does not expect staff to destroy suspected illegal substances. **Any illegal substances found by staff, under any circumstances, must be handed over to the police at the earliest possible opportunity.** The find must be witnessed by at least one other staff member, in addition to the finder, recorded, and the drug held in a safe location until the police have dealt with the matter. In the case that any prohibited substances are found, be sure to include the following information:

- description of item
- time, date and place of seizure
- full details from whom item seized and under what circumstances
- details of member of staff seizing the item
- signatures of witness(es)

The item must be appropriately stored and **not taken home**, as the law is very specific regarding the disposal, and handling, of controlled drugs by unauthorised persons. Any storage, no matter how well intentioned (except while waiting for the police to collect it, once they have already been informed), is technically unlawful possession of a controlled drug.

If the police cannot attend quickly enough to remove the substance before the close of the day, the person in charge should inform the police that, in order that they are not breaking the law by possessing drugs on premises, they will be taking the drug to the nearest police station. They should give full details of their mode of transport and route and the name of the officer or number of the recorded message line they contacted to inform them of this course of action.

Where the staff member finds other substances that are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

5. Information Sharing

All issues relating to confidentiality, and information sharing, will be in a context that is legal and is approved of, and known by, the senior leadership team.

The importance of confidentiality cannot be underestimated. A student seeking help or advice about drugs or substance use is not going to disclose to a trusted staff member if they believe that the information will immediately be shared with their parents or the police. At the same time, it is essential that teachers work within the law. Trust is integral in the development of any relationship between members of staff and students; a student sharing personal issues with a staff member can often expect that confidentiality will be maintained. However, staff know that this is not always possible and they cannot nor should promise total confidentiality. They must explain clearly with students the circumstances under which information may need to be disclosed and to whom.

5.1 Judging Competency & Parental Involvement: A student aged 16 or 17, or a student under 16 who has the capacity to understand and make their own decisions, may give or refuse consent to sharing. Students aged 12, or over, may generally be expected to have such understanding. In most cases where a teacher has judged that the student is not competent to consent, a person with parental responsibility should be asked to consent on behalf of the child.

The Children's Act (2004) states that it is the duty of teachers to 'assist in the enhancement and maintenance of effective relationships between parent and child'. The parent of the student can therefore claim that they have a legal and moral right to be involved in the care of a student if their participation will add to their child's wellbeing. The Children's Act defines 'parental responsibility' as, 'all rights, duties, powers, responsibilities, and authority which by law a parent of a child has in relation to the child and his property'.

5.2 Protecting a Student's Confidentiality: Professionals working with a student have a duty of confidentiality, and are not legally obliged to inform parents of a student's drug use. In a situation where a student's drug use has been disclosed by themselves, or others, the School must follow their Child Protection policy in deciding whether or not to share information. The member of staff must assess the impact on the student of informing the parents of the alleged drug use and be very clear of the potential results of a disclosure. Any decision must be made in the public interest as defined below. Decisions and discussions with senior staff must be documented clearly, and accurately, at the time and not retrospectively.

5.3 Sharing Information without Consent Disclosure: may be made if such a disclosure is considered to be in the **public interest**. Each case must be decided on its own merits. In making the decision the School must weigh up what might happen if the information is shared against what might happen if it is withheld, and make a decision based on a reasonable judgment. There are public interests, which in some circumstances may weigh against sharing, including the public interest in maintaining the student's confidence in the confidentiality of the College as a source of help.

Sharing confidential information without consent will normally be justified in the public interest:

- When there is evidence that the student is suffering or is at risk of suffering significant harm
- Where there is reasonable cause to believe that a student may be suffering or at risk of significant harm
- To prevent significant harm arising students, or serious harm to adults, including through the prevention, detection and prosecution of serious crime. Serious crime means any crime that causes, or is likely to cause, significant harm to a student or adult

The key factor in deciding whether or not to share confidential information without consent is **proportionality**, i.e. is the information you wish to share, or are have been asked to share, a balanced response to safeguard a child or another person - or to prevent or detect a serious crime? Whether the decision is to share information or not, the reasons for the decision should always be recorded in writing.

5.4 Information sharing: The College will ensure that information is shared in a proper way. This means:

- Sharing the information that is necessary for the purpose for which it is being shared
- Sharing the information with the person or people who need to know
- Checking that the information is accurate and up-to-date
- Share it in a secure way
- Establish with the recipient whether they intend to pass it on to other people and ensure they understand the limits of any consent which has been given
- Inform the person to whom the information relates and, if different, any other person who provided the information, if you have not already and it is safe to do so.

Example of a Drugs & Alcohol Incident Management Strategy

Managing Drug/Alcohol Incidents		Staff Flowchart	
<p>This flowchart is part of the (insert provider name) Drugs Policy.</p> <p>The Drugs Policy Coordinator is (insert name)</p>		<p>The (insert provider name) aims to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure that the learning environment remains a safe place for all students to learn and achieve. <input type="checkbox"/> educate students about the potentially harmful physical and social effects of drugs and alcohol. <input type="checkbox"/> support staff to ensure that there is a fair and consistent approach to managing drug incidents. <input type="checkbox"/> help and support students to make the right choices regarding the direction of their lives. <input type="checkbox"/> direct students who needs help or support for a drug or alcohol problem to local agencies. 	
Incident Type 1	Incident Type 2	Incident Type 3	Incident Type 4
<p>If students disclose that they are using drugs and want advice about drugs and alcohol or help to stop using.</p>	<p>If staff suspect or know that a student is under the influence of drugs or alcohol that leads to the disruption of their own learning or that of others.</p>	<p>If staff suspect or know that a student is in possession of drugs or alcohol.</p>	<p>If staff suspect or know that a student is giving or selling drugs on the site.</p>
<p>Invite the student to speak with either their:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group Tutor, or <input type="checkbox"/> Learning Mentor <p>If they would rather speak with you, accept their decision but let them know that you will notify their tutor or mentor.</p>	<p>The student should be:</p> <ul style="list-style-type: none"> <input type="checkbox"/> isolated in a separate room and monitored by a member of staff while another staff member makes the appropriate contacts for the student to leave the site. 	<p>With consent from the student, the student should be:</p> <ul style="list-style-type: none"> <input type="checkbox"/> isolated in a separate room and monitored by a member of staff while another staff member searches the student's outer clothing <p>Without consent, parent/carer or the police should be contacted</p>	<p>With consent from the student, the student/s should be:</p> <ul style="list-style-type: none"> <input type="checkbox"/> isolated in a separate room and monitored by a member of staff while another staff member searches the outer clothing of each student <p>Without consent, parent/carer or the police should be contacted</p>
<p>Staff are expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> discuss the student's situation and where possible provide relevant advice and information. <input type="checkbox"/> encourage the student to contact the local drugs service. <input type="checkbox"/> notify the Drugs Coordinator. <input type="checkbox"/> notify the student's social worker 	<p>Staff are expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contact a parent/carer and request them to collect the student. <input type="checkbox"/> notify the Drugs Coordinator to discuss a disciplinary review meeting with the Senior Mgr <input type="checkbox"/> refer the student to the local drugs service. <input type="checkbox"/> complete a Drugs Incident Form <input type="checkbox"/> notify the student's home institution <input type="checkbox"/> notify the student's social worker 	<p>Staff are expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contact parent/carer and request them to collect the student. <input type="checkbox"/> consider contacting the police. <input type="checkbox"/> notify the Drugs Coordinator to discuss an exclusion with the home institution <input type="checkbox"/> refer the student to the local drugs service. <input type="checkbox"/> complete a Drugs Incident Form <input type="checkbox"/> notify the student's social worker 	<p>Staff are expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contact a parent/carer and request them to collect the student. <input type="checkbox"/> police should be called. <input type="checkbox"/> notify the Drugs Coordinator to discuss a permanent exclusion with the home institution and to refer the student/s to the local drugs service. <input type="checkbox"/> complete a Drugs Incident Form <input type="checkbox"/> notify the student's social worker
<p>National & Local Organisations</p>	<p>FRANK 0800 77 66 00 talktofrank.com</p>	<p>young addaction Tel: 07717 527 246 / 07717 768 801</p>	<p>Alcohol Concern the national agency on alcohol misuse www.alcoholconcern.org.uk</p>

Drugs Policy Implementation Checklist

Section 1				
Whole College approach to drugs				
	Person Responsible	Target Date	Progress Status (RAG)	Comments
1.1 Is there a designated senior member of staff (or team) responsible for the College's drugs policy?				
1.2 Is there a College drug policy covering drug education and the College's approach to managing drug incidents and the welfare of students?				
1.3 Has the policy been developed in consultation with the whole College community, including staff, governors, parents/carers, students and outside agencies (e.g. school nurses)?				
1.4 Has the policy been disseminated among staff, students and parents/carers and included in induction arrangements for new staff, students and prospective parents?				
1.5 Is the approach to drugs consistent with the ethos and values framework of the College developed by the whole school community?				
1.6 Do parents/carers have access to information and support about drugs?				
1.7 Although not statutory, is there a designated school governor with responsibility for drugs?				
1.8 Is the College drugs policy available on the College's website?				

Section 2**Approach to drugs education**

	Person Responsible	Target Date	Progress Status (RAG)	Comments
2.1 Have realistic and achievable aims for drug education been stated in the drug policy which are consistent with the moral and values framework of the College?				
2.2 Have specific teaching objectives and learning outcomes been set for each year group/class, reflecting a balance between the development of personal and social skills, knowledge and understanding and exploring attitudes and values?				
2.3 Does the content include statutory elements of the National Curriculum Science Order and take account of the PSHE and statutory requirements for citizenship at Key Stages 3 & 4?				
2.4 Has adequate time been allocated on the timetable for drug education lessons?				
2.5 Have links with other curriculum subjects and PSHE components, for example sex and relationship education, been explored?				
2.6 Are parents/carers informed and consulted about their child's drug education?				
2.7 Have students been consulted for suggestions on what and how drug education is taught?				

Section 3**Delivering Drugs Education**

	Person Responsible	Target Date	Progress Status (RAG)	Comments
3.1 Do teachers understand the importance of establishing ground rules and creating a safe and supportive learning environment?				
3.2 Are students made aware of the aims and intended learning outcomes of each lesson/activity?				
3.3 Have a wide range of teaching approaches been established to engage students actively in their own learning, for example, drama, theatre-in-education, debate and discussion, and external contributors?				
3.4 Is the content of lessons culturally sensitive and have the needs of all students with special educational needs been taken into account?				
3.5 Are good quality, appropriate teaching resources available, which have been chosen according to key criteria?				
3.6 Have external agencies and individuals who can contribute to the drug education programme been identified? Has their contribution been planned and a clear role been negotiated with them?				
3.7 Are external contributors aware of the College's aims of drug education, the College drug policy and the confidentiality policy to ensure consistency with the College's approach?				
3.8 Have procedures for assessing students learning been established, taking account of the knowledge and understanding they have gained, the skills they have developed and put into practice, and how their feelings and attitudes have been influenced?				

<i>3.9 Have plans been made for teachers to devise preparation and follow-up work including work with external agencies?</i>				
<i>3.10 Is the drug education programme reviewed and amended to ensure that the content is brought up to date with changing local patterns of drug use, the changing needs of students, and evaluation findings?</i>				
Section 4				
Supporting At Risk Pupils				
	Person Responsible	Target Date	Progress Status (RAG)	Comments
<i>4.1 Does the College's drugs policy include support to those who may have problems with drugs (either themselves or a family member)?</i>				
<i>4.2 Have targeted support and education been established for these students or those identified as being vulnerable to drug misuse?</i>				
<i>4.3 Are staff and students aware of the policy regarding confidentiality and disclosure?</i>				
<i>4.4 Are staff aware of policy and processes for referring students to outside agencies should the need arise?</i>				
<i>4.5 Do all students have access in College to information on local and national helplines and support services?</i>				
<i>4.6 Do parents have access to information on local and national helplines and support services?</i>				
<i>4.2 Have targeted support and education been established for these students or those identified as being vulnerable to drug misuse?</i>				

Section 5
Supporting College Staff

	<i>Person Responsible</i>	<i>Target Date</i>	<i>Progress Status (RAG)</i>	<i>Comments</i>
<i>5.1 Are College staff aware of the College's drugs policy and their role and responsibilities?</i>				
<i>5.2 Has induction training on general drug awareness been provided for all staff?</i>				
<i>5.3 Do those teaching drug education have access to support and continuing professional development activities to enable them to feel confident in their role?</i>				
<i>5.4 Are staff who have attended training given support in disseminating the training to other members of staff and evaluating its impact on teaching and learning?</i>				
<i>5.5 Do teachers have knowledge of the local drug situation and the role of local support agencies?</i>				

Example of a Drug- Related Incident Report Form

Drug-Related Incident Report Form	
Please complete this incident electronically, save and e-mail to the appropriate senior staff member responsible for dealing with drug-related incidents	
Author of Report:	Date Report Completed:
1. Incident Details	
Date of Incident:	Time of Incident:
Name of Pupil:	Form or Class:
Is this the first incident? YES / NO	If NO, how many other incidents:
Suspected Drug Involved:	Sample Drug Found: YES / NO
If found, where retained:	Name of Witness:
2. Brief Description of Incident	
3. Additional External Support	
First Aid given: YES / NO	First Aid given by:
Ambulance called by: YES / NO	Called by:
Parent/Carer to be called: YES / NO	Parent/Carer to be called by:
Social Worker to be called: YES / NO	Social Worker to be called by:
Drug Agency to be called: YES / NO	Drug Agency to be called by: