




# Drug and Alcohol Policy

(Drug Education and Responding to Drug and Alcohol Related Incidents)

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Jan 2023					

## Drug and Alcohol (Substance) Education and Responding to Drug and Alcohol (Substance) Related Incidents

September 2022

### PURPOSE AND SCOPE

This document provides schools with guidance that can be adopted as a standalone document or can be used in the development of a wider policy or as an update to an existing policy. All schools in Derbyshire should set out the school's approach to drug and alcohol education, and how as a school they will respond to an incident or a related incident. The expectation in Derbyshire is that secondary schools have a policy and should set out how they will respond to drug and alcohol related incidents.

The following guidance is not designed to suggest a fixed solution but aims to provide a realistic approach for schools to effectively educate and manage drug or alcohol related incidents.

School as stated in this guidance means primary /secondary school /special / college/ Support Centres and alternative provision.

A child as stated in this guidance is a child up until 18 years.

The guidance has three sections and an appendix:

- 1) The Context
- 2) Drug Education
- 3) Responding and managing Drug and drug related incidents
- 4) Appendix –

Appendix 4a) Letter from Derby and Derbyshire safeguarding children regarding scared straight type drug education

Appendix 4b) External Contributors/Speakers Guidance issued to schools April 2019

This guidance has been developed in partnership with The Derby and Derbyshire Safeguarding Childrens Partnership, Derbyshire Constabulary, Derbyshire Early Help Team, and Derbyshire Young People's Drug and Alcohol Services, CGL, 1625 and Space 4 U. Secondary Head Teachers from across Derbyshire and a wide range of partners have been consulted in the development of this guidance.

This guidance has also been produced to support the secondary schools who are engaged in the Coriell Award. The award is open to all Derbyshire Secondary schools and is under pinned in a whole school approach, therefore the leadership and management team will require this

guidance to effectively review and update the school Drug and Alcohol Education and Incident Policy.

The Award coordinator will support the schools through the review and consultation process using this document as a guide. For further information on The Coriell Award please contact [Alison.hill3@derbyshire.gov.uk](mailto:Alison.hill3@derbyshire.gov.uk)

The guidance is also strengthened by several pieces of national protocols guidance:

- Drug: advice for schools <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- Keeping Children Safe in Education – statutory guidance for schools and colleges  
**INSERT NEW LINK**
- Search and confiscation <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Relationship and Sexual Health Education and Health Education  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- When to call the Police – Guidance for schools and colleges  
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Schools need to link this guidance with other school policies, such as: The Safeguarding and Child Protection Policy; the Behaviour/disciplinary Policy; The Anti- Bullying Policy; the Medicines Policy and Risk Management

**It is important to remember most students in Derbyshire will NOT use drugs** and that the challenges that schools face are due to drug and alcohol issues that are found in the communities their students are growing up in.

To combat the drug related gossip, rumours and myths that circulate, Derbyshire has established a Drug Alert Group for professionals across Derbyshire. The Drug Alert Group provides a two-way process in which schools via their Designated Safeguarding Lead can pass on new drug names, alleged trends, emerging drug use etc and receive alerts that clarify facts, dispel myths and challenge ‘fake news’. The Drug Alert contact for the DSL in schools is [mick.decarteret@gcl.org.uk](mailto:mick.decarteret@gcl.org.uk)

Schools will need to define what is meant by the term ‘drug’ in the policy they develop and in any documents that they produce.

Schools need to be consistent when talking to pupils about drugs and its definition and apply the definition when in understanding whether a drug has been taken

Accepted Definition of the term 'Drug'  
Drug includes illegal substances (e.g., amphetamines, ecstasy, synthetic cannabinoids, cocaine), alcohol, tobacco, medicines, volatile substances (e.g., aerosols, solvents, petrol).  
Schools may wish to consider including caffeine and electronic cigarettes.

## SECTION ONE – THE CONTEXT



The whole-school approach is essential as young people learn from their experiences and observations, as well as from what is specifically taught in the classroom. Drug and Alcohol Education is best coordinated, planned and delivered as an integrated programme that is provided across the curriculum in all subject areas, with the main emphasis on discrete PSHE lessons. The school response to incidents, conversation, and attitudes from across the whole school community should reflect the school ethos.

Derbyshire provides secondary schools with support and guidance through the Coriell Drug and Alcohol Education Award. The whole school approach underpins the award, therefore as well as identifying the need and monitoring the impact of the drug and alcohol curriculum in teaching and learning, **the leadership and management team** will:

- ensure that the teaching and learning is set within a comprehensive **ethos & environment** including an up-to-date Drug and Alcohol Education and Incident Management Policy that is fit for purpose
- ensure the **Pupil's Voice** is encouraged, listened to, and acted upon
- ensure there is a commitment to all the school **Staff's Development**
- ensure that the school is **working with partners**, including parents/carers to provide the best possible experience of drug and alcohol education
- ensure vulnerable students are identified and can access **Targeted Support**.

### Staff support and training

To embed a whole school approach to drug and alcohol education and ensure the school response to drug or alcohol related incidents is effective and efficient, it is important that all members of the whole school community can access, relevant, up to date training as part of their Continued Professional Development.

Staff support and training is available for all schools that are engaged with the Coriell Award

### Vulnerable Students

Some students are more vulnerable to drug use and other social problems. As part of the whole school approach schools should reflect how it supports the following groups of young people who are identified through the latest findings as the groups of children 'at risk' of substance misuse include:

- Children In Care
- Excluded from School
- Child Criminal Exploitation
- Child Sexual Exploitation
- Go missing from school on a regular basis
- Involved in the Youth Justice System, Anti-Social Behaviour
- Has a learning disability or developmental delay
- Has a family member known to misuse substances
- Is homeless

Derbyshire School Net has information on children at risk of exploitation which includes information on child sexual exploitation, trafficking and county lines that will help schools [Click here for: Keeping Children Safe in Education 2022](#)

CGL have been commissioned by Derbyshire to provide a service specifically designed to help students who are vulnerable to drug or alcohol misuse. To explore this further please contact [Mick.decarteret@cgl.org.uk](mailto:Mick.decarteret@cgl.org.uk)

Space 4 U is also commissioned by Derbyshire to support children and young people affected by other people's drug or alcohol misuse. To find out more please contact email [emma.kemp@actionforchildren.org.uk](mailto:emma.kemp@actionforchildren.org.uk)

### The role of Parents and Carers

Parents/carers are important members of the whole school community and have the biggest impact on preventing children and young people becoming involved in problematic drug and alcohol use. Protective factors such as growing up where there are strong family bonds; where families have clear family rules; strong parental monitoring and open discussions all support students to make healthier life choices.

Parents and carers are also key to enabling young people transfer their school experience of drug and alcohol education into the world they are growing up in. The school should encourage parents and carers to engage with their child's drug education where possible.

There are parents who are using drugs and alcohol, and this may impact on the child's health, safety, and wellbeing. Schools need to be familiar with the Derby City and Derbyshire Safeguarding Children's procedures and the relevant section on parents misusing substances. Schools need to use their local procedures if the substance misuse is impacting on the child and is placing the child at risk of significant harm:

<https://derbyshirescbs.proceduresonline.com/index.htm>

If a parent/carer is under the influence of drugs or alcohol on the school premises the school should ask them to leave. The school can contact the Police if the situation becomes difficult to manage.

If a parent/carer comes to collect a child and it is believed they are under the influence of drugs or alcohol, they should notify the principal/Head Teacher and DSL. The safety of the child should be assessed. In some situations where it is felt the child may be at risk of harm and the school is not able to prevent the child leaving with the parent/carer, they should contact the police in the first instance, and contact the relevant worker if open to the social care services. If the school believe parental substance misuse is putting the child is at risk of significant harm the school must follow local Safeguarding Procedures

Schools can refer children and young people affected by someone else’s drug or alcohol use to Space 4 U, the service Derbyshire has commission to support children and young people aged 5-18. [Space.4u2@actionforchildren.org.uk](mailto:Space.4u2@actionforchildren.org.uk) or Telephone 01246 277 422

## SECTION TWO – DRUG AND ALCOHOL EDUCATION

The Coriell Drug and Alcohol Education Award for Derbyshire Secondary schools is underpinned in evidence based best practice. It allows each school to develop a bespoke education programme that fits in with their individual timetable whether it is in PSHE or across subjects in the curriculum. The schools develop lessons in response to not only national recommendations but local data. Please contact [Alison.hill3@derbyshire.gov.uk](mailto:Alison.hill3@derbyshire.gov.uk) for further details

The following table provides a clear outline of what the evidence highlights as effective drug and alcohol education

<b>What works / Factors for success in drug and alcohol education</b>	<b>What does not work in drug and alcohol education</b>
Whole school approach	Scare tactics
Consistent, long-term implementation	Fear based approaches
Increase, pro social behaviour among young children	The use of former substance users or people in recovery, where the individual’s life story is the intervention
Interactive learning	Knowledge or information only approaches that do not explore the social context of the substance use or incorporate life skills in their models
Peer to peer learning	Marketing and awareness campaigns aimed at population level when not accompanied by other approaches

Approaches that help young people develop problem solving skills for difficult or emotionally charged situations	Recreational and diversionary approaches such as theatre/drama and sports
Addressing anxiety, hopelessness, impulsivity, sensation seeking	Partial implementation of substance prevention programmes
Goes beyond the school gates and engages with pupils' families and communities	Mentoring programmes that mix groups with different levels of vulnerability

Leading experts agree that some approaches are not only ineffective but can be harmful “Young people deserve to receive evidence based support that is likely to be effective, and not to be exposed to prevention approach’s that i) do not equip them with the skills to address risk; ii) may lead to behaviours (i.e. increase substance use) which may potentially expose them to direct and indirect harm such as contact with the criminal justice system” [1] The college of Policing also provides supporting information of the negative impact of “scare straight” type programmes [2]

References - [1] <https://mentoruk.org.uk/wp-content/uploads/sites/3/2017/07/drug-prevention-final.pdf>

[2] <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2019/02/CCO-Gangs.PDF>

Derby and Derbyshire Safeguarding Children have circulated a letter offering clear guidance to schools on the potential harm that can be caused by using educational materials and speakers that adopt scare tactics and use messages of fear. A copy is in **Appendix 4a) Letter from Derby and Derbyshire safeguarding children regarding scared straight type drug education**

The school may want to include

- How they deliver their drug and alcohol education programme, for example in designated PSHE lesson, in science and across the curriculum
- Who delivers it, for example a specialist team of PSHE teachers or form tutor’s
- How many sessions do students have lessons on drugs and alcohol
- Are there any external visitors supporting the programme
- How does the programme reflect local issues, for example the data underpinning the learning
- How the programme reflects a spiral in learning
- How parents are engaged
- What the targeted education provision looks like

Schools who are part of the Coriell Award can access support in reviewing and developing their drug and alcohol programme. Please email [alison.hill3@derbyshire.gov.uk](mailto:alison.hill3@derbyshire.gov.uk)

Role of External Contributors / Speakers

The use of external contributors or speakers can be a valuable tool in enriching the school drug and alcohol education programme. This shouldn't replace a school led comprehensive programme. Guidance for schools has been produced by Derby and Derbyshire Safeguarding Children a copy of which is found in **Appendix 4b) External Contributors/Speakers Guidance issued to schools April 2019**

Careful consideration needs to be given when using national or local groups or individuals to support the school drug and alcohol education programme. The school should ensure the contribution being delivered by an external speaker/visitor

- Is consistent with the school drug and alcohol education programme
- Builds on student learning
- Reflects the school policy
- Assesses students and evaluates the impact
- Signposts to relevant services
- Allows students to reflect on learning
- Provides teachers with the skills and information to follow up and extend the learning

It is a school's duty to ensure they have safe adults in their school and the necessary checks have been undertaken and supervision relevant to their role (regulated activity) Schools should have a separate policy covering this issue and refer to it in any policy.

### **SECTION THREE – RESPONDING AND MANAGING INCIDENTS**

There are complex challenges involved in responding to a drug related incident in a school. There are often several variables involved, such as the type of drug used, the frequency and nature of use, from a one-off episode, regular use, or involvement in supplying drugs to others.

If a pupil/student is suspected of being under the influence of drugs or alcohol on school premises, the school must firstly prioritise the safety of the child and those around them. If necessary, the situation should be dealt with as a medical emergency, administering First Aid, and summoning appropriate support. In some cases an ambulance may need to be called. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt to be 'at risk', schools should use the local safeguarding procedures

Local agreement has been made between Derbyshire Constabulary and other local partners that The National Police Chiefs Council (NPCC) document 'When to Call the Police – Guidance for schools and colleges' will be the guidance for head teachers, senior leadership teams and designated safeguarding leads (DSLs). As well as covering Drug related Incidents the document covers: Assault, Criminal damage, Cybercrime, Drugs, Harassment, Sexual offences, Theft and Weapons



<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

### The role of the Head Teacher/Lead DSL

If a drug related incident occurs the Head Teacher/Lead DSL will undertake an initial inquiry. The National Institute for Clinical Excellence offers the following guidance when talking to the child:

- what was taken,
- how often,
- and in what context

To enable the Head Teacher/Principal/DSL to make enquiries around an incident they may wish to consider the following:

- How has the pupil come into possession of the substance?
- From whom?
- How long have they been using the substance?
- What do they believe the drug to be?
- What support does the pupil or family need from school and/or local agencies?
- Is the pupil willing to cooperate and work with the investigation?

When conducting an enquiry, the Head Teacher/SLT/DSL will find the Childrens Society, Victim Support and National Police Chiefs Council Guidance entitled '**Appropriate Language: Child sexual and/or criminal Exploitation Guidance for Professionals' a valuable guide**'. It suggests the document should be used by professionals when discussing the exploitation of children and young people, including responding to drug related incidents in school.

*"The document can be read at the beginning of strategy meetings, multi-agency meetings, or other settings where professionals might be discussing children and young people who are at risk of exploitation. It is imperative that appropriate terminology is used when discussing children and young people who have been exploited or are at risk of exploitation. Language implying that the child or young person is complicit in any way, or responsible for the crimes that have happened or may happen to them, must be avoided. Language should reflect the presence of coercion and the lack of control young people have in abusive or exploitative situations and must recognise the severity of the impact exploitation has on the child or young person. Victim-blaming language may reinforce messages from perpetrators around shame and guilt. This in turn may prevent the child or young person from disclosing their abuse, through fear of being blamed by professionals. When victim-blaming language is used amongst professionals, there is a risk of normalising and minimising the child's experience, resulting in a lack of appropriate response"*

For example, the terms such as Drug running – He/she is drug running, Recruit/run/work or He/she is choosing this lifestyle implies that the child or young person is responsible for the

exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.

#### Management of drugs at school and on school trips

Schools may wish to define the school boundaries as including when students are on school trips or visits, therefore ensuring the same response to all incidents no matter where they occur.

Parents should be given a clear understanding on dealing with drug paraphernalia and suspected illegal and unauthorised drugs, how to store, and safely dispose.

#### The role of Parent or Carers

The Head Teacher should consider informing the parents/carers to keep them informed, involved, and supported throughout the process. Where the school suspects that to do so might put the child's safety at risk, or there are other concerns, the schools local safeguarding procedures will be followed.

#### Taking temporary possession of suspected illegal drugs

If the Head Teacher/Principal/DSL is taking temporary possession of a suspected controlled drug or a substance, they believe to be harmful they are advised to.

- Adhere to Health and Safety guidelines in all cases
- Ensure a witness (a member of staff) is present through out
- Seal the substance in a plastic bag with the date and time of the seizure with the names of those present
- Store in a secure storage such as safe or a lockable container with access limited to senior members of staff
- Contact the police for collection. Whilst disposal or destruction by the school staff is legal it should always be policy to hand the items to the police to ensure correct identification.
- Involve the parents/carers unless this would put the pupil at risk or there are concerns that to do so would not be in the best interest of the young person.

The school should clearly record all decisions, counter signed by the Head Teacher/Principal and dated.

The Police are committed to making every effort to collecting the drugs within 24 hours however this may not always be possible, schools should store any substances in a locked cupboard/safe within a secure room.

### Arresting a pupil on school premises

There is local agreement in Derbyshire that the police will only consider arresting a pupil/student in school for serious offences and wherever possible will work in liaison with school staff. Whilst the police have the powers to arrest young people committing offences on the school premises this will be a last resort. It is recognised by all partners that the school must whenever possible remain a safe place for pupils to learn and achieve. The potential impact on the whole school of an onsite arrest can affect hundreds of pupils, raise the anxieties of parents/carers and members of the wider community the school serves, therefore whenever possible arrests of pupils on school premises will be avoided.

### Drugs operation conducted in schools

In the extremely unlikely event where a drug operation is being considered the school must treat this as a significant incident and refer to the Derby City and Derbyshire Safeguarding Children Partnership 'Critical Incident Management Protocol, 2020'

No operation should be conducted without the authority of the operations Chief Inspector of the Division who must have consulted with the Public Protection Unit.

There should be planning and a coordinated response. The school must consider the wider implications and the needs of pupils directly and indirectly involved in the activity.

Any police operation within a school is also likely to attract huge press interest and will affect all pupils. The school will also need to consider the potential needs of parents/carers and siblings and how much information is shared.

Pupils need to be supported, given information and to access the county Drug and Alcohol Treatment Services, CGL.

All schools should notify Derbyshire County Councils Media Desk. A Local Authority school should contact DCC legal services for support in communications and risk management and if a school is part of an academy trust the school needs to consult with the trust.

### Using drug sniffer dogs in school

The National Police Chief Council (NPCC) recommends that drug dogs and drug testing should not be used for searches where there is no evidence for the presence of drugs on school premises. Schools considering the use of sniffer dogs for either educational demonstration purposes or as a detection activity should very carefully consider whether such action:

- is consistent with pastoral responsibilities of the school to create a supportive environment.

- is culturally sensitive, for example, dogs are considered unclean in Muslim and Buddhist cultures.
- will lead to labelling and be damaging to pupils most in need.
- will result in appropriate support for pupils most in need.
- is feasible and an effective use of school resources and those of the police, where involved.

Involvement of sniffer dogs as an educational demonstration should never be used surreptitiously as a detection exercise. If sniffer dogs are to be used for demonstration or educational purposes, schools will need to have procedures in place. They also should have agreed in advance with the police what will happen should the sniffer dog indicate a trace on a pupil, member of staff or visitor to the school.

### Searches

Searching can be a useful tool in risk management of an individual pupil where there is suspicion of or an actual incident of drug use or supply. Schools can undertake searches under certain circumstances and schools should adhere to the latest DfE guidelines: Search, Screening and confiscation, 2018 <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

‘When to Call the Police – Guidance for schools and colleges’  
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

### Responses

Schools should look at each case individually and respond proportionately in response to the findings of an enquiry of drug taking, supply and/or distribution. The police, CGL and other agencies who may be already involved will be able to help provide guidance to the school.

The school will need to consider a range of responses, and this should be made clear in the school behavioural management /disciplinary policy.

Students involved in drug use and/or dealing drugs are often being exploited and are incredibly vulnerable. To ensure the safety of all children schools should always consider using the CRE Tool Kit to gain a clear insight into potential exploration. Exclusion should be the last resort and only applied where justified.

When considering their response, the school should also consider:

- Counselling
- Behaviour support
- CGL drug/alcohol programmes
- Pastoral support

- CRE Tool Kit
- Targeted prevention

### Recording

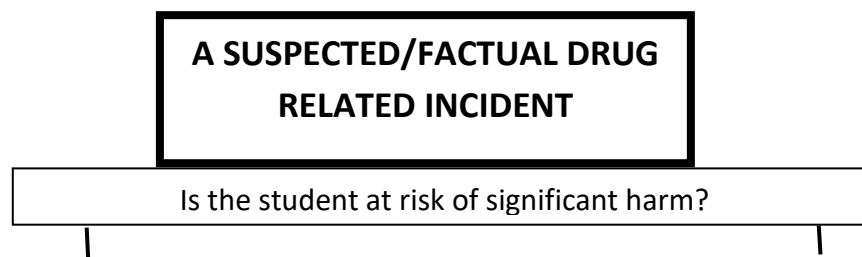
At all stages of responding to a drug or alcohol related incident the Head Teacher/DSL and all staff involved should clearly record all decisions, actions, and outcomes. The records should be counter signed by the Head Teacher and dated. These records should be treated as a Child Protection Record and stored securely on the child's Safeguarding Welfare File.

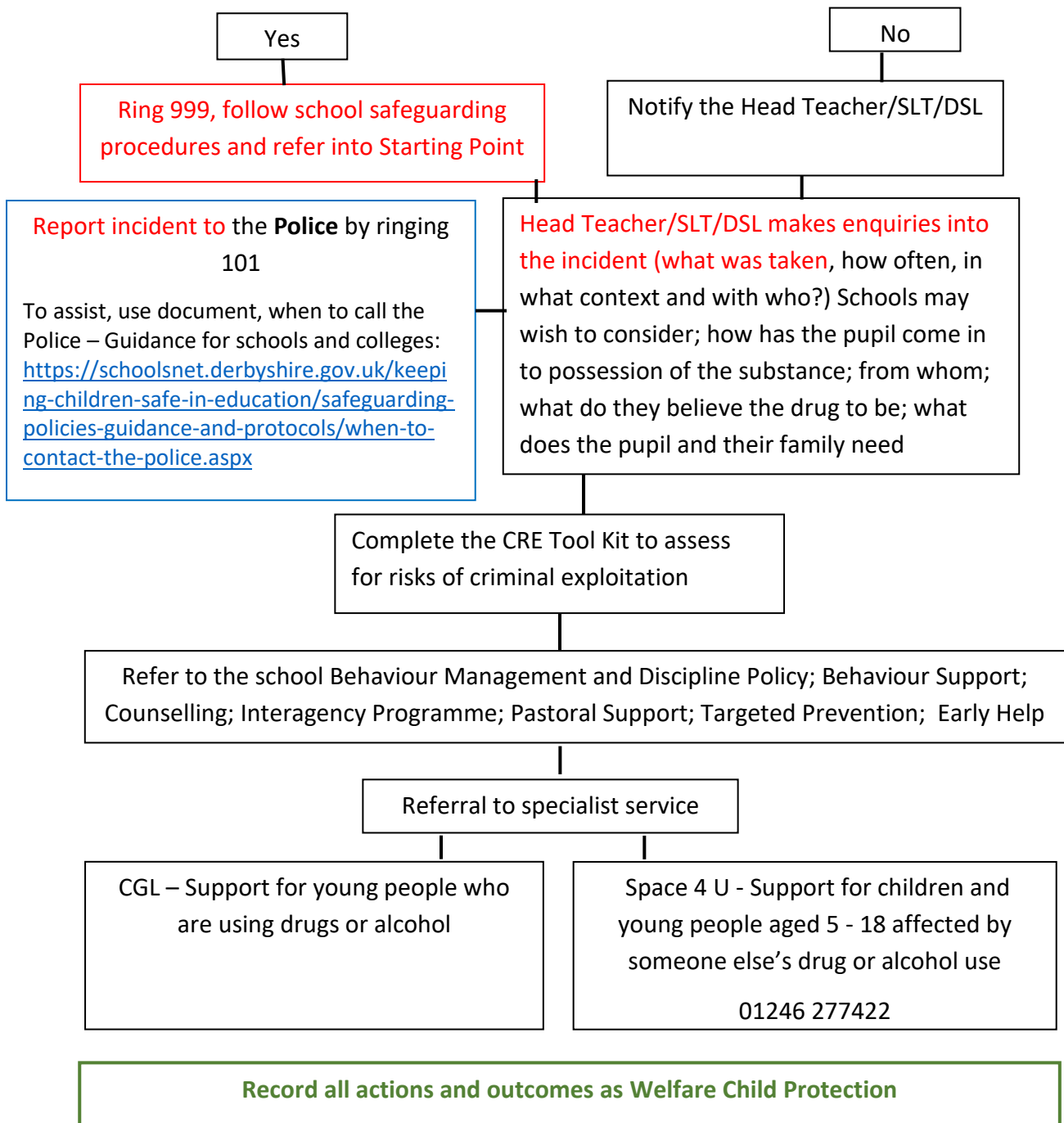
### Alcohol

Alcohol should be a banned or prohibited item on the school premises and destroyed, poured away, if seized by the school. This should be witnessed by a second member of staff and clearly recorded using the school incident management procedures.

Schools should consider becoming a 'dry school' ensuring the key messages of healthy life choices are promoted in practice. This is not demonising alcohol but asking the whole school community to recognize the message the school wishes to portray and where alcohol sits in a positive, safe learning environment.

The police will not normally need to be involved in incidents involving alcohol or cigarettes, but schools may wish to inform trading standards or the police about the inappropriate sale or supply of tobacco, alcohol, or volatile substances to pupils in the local area.





County lines is a term used to describe Organised Crime Groups (OCGs), gangs and criminal networks involved in the supply of illegal commodities into one or more market, separate from that gang or network's point of origin.

Typically this is from large cities into smaller communities, such as towns and villages.

The most common commodity is class A drugs, such as heroin and crack cocaine.

The supply is in most circumstances facilitated through the exploitation of vulnerable children and adults.

There is no age restriction for a victim of county lines, if dealing with a child under the age of 18 consider safeguarding requirements of a child at risk of exploitation.

## Features of a county line

County lines is defined through use of dedicated 'deal lines' between the supply network, controlled by senior group members, and the user market.

The line becomes a valuable brand, protected through coercion, intimidation, violence (including sexual), and weapons, including knives, corrosives and firearms.

Violence inherent to the county lines model includes:

- Conflict between competing drugs supply networks to establish control of markets.
- Violence used to control children acting as couriers and dealers.
- Violence used to take over properties to deal from (usually occupied by vulnerable people – known as cuckooing).
- The sexual exploitation of women and girls who incur drugs debts, or are the partners of males who are subject to drug networks.

**See Child Protection and Safeguarding policy for further information on County Lines and other current safeguarding issues.**

Appendix 4a) Letter from Derby and Derbyshire safeguarding children regarding scared straight type drug education



Letter to partners re  
scared straight type