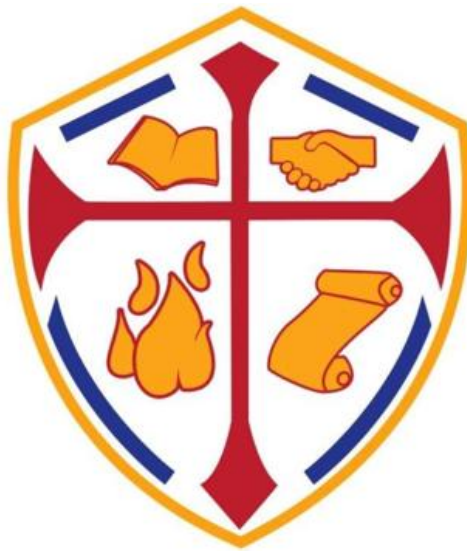




**AllSaints**  
CATHOLIC SCHOOL

# Drug & Alcohol policy

## All Saints Catholic School



“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”  
(1 Cor. 12:29)

**Approved by  
Chair of  
Governor:**

**Date:**

**Last reviewed on:** September 2025

**Next review due  
by:** September 2026



# DRUG AND ALCOHOL POLICY

## Rational

### Drugs- A Definition

'A substance people take to change the way they feel, think or behave'  
(United Nations Office on Drugs and Crime)

This definition includes all illegal and legal drugs including alcohol, tobacco and medicines

The majority of young people of school age have never used an illegal drug. Of those who do experiment with illegal drugs very few will go on to become problem drug users. However, most will at some stage be occasional users of drugs for medicinal purposes and many will try tobacco and alcohol. Every school therefore has a responsibility to consider its response to drugs and all schools are expected to have a policy which sets out the school's role in relation to all drug matters. (Drugs: Guidance for Schools DFES 2004)

All Saints Catholic School and Technology College ensures that students have equal access to education programmes that equip them with the skills, knowledge and understanding to make healthy and informed decisions about their lives now and in the future.

The school strongly opposes the misuse of drugs, including alcohol, tobacco and solvents, by all members of the school. The school is also strongly opposed to the illegal possession or supply of these substances on its premises. This opposition extends to students' misuse of drugs during all school activities both on and off school premises.

## Purpose

### The purposes of this policy are to:

- Reinforce and safeguard the health and safety of all members of the school community.
- Clarify the legal requirements and responsibilities of the school.
- Enable students to make healthy, informed choices by increasing their knowledge, challenging attitudes and developing and practicing skills.
- Develop students' understanding about related health and social issues, for example, risky sexual behaviour, crime and HIV.
- Enable students to identify sources of appropriate personal support.
- Provide guidance on developing, implementing and monitoring the drug education programme.
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and values and ethos of the school.
- Reinforce the role of the school in contributing to local and national strategies.



## **Guidelines**

### **Section 1 – Development of the policy**

The development and implementation of this policy relies upon the following sources of national and local guidance:

- DfE and ACPO drug advice for schools
- Blueprint Drug Education Research Programme, Home Office 2007
- National Healthy School Standards – Drug Education, Department of Health/DfES 2004
- Sex, Drugs, Alcohol and Young People, Independent Advisory Group on Sexual Health 2007
- DAAT (local Drug and Alcohol Action Team)
- LA Quality and School Improvement Division

This policy applies to all members of the school, that is, all staff, students, parents/carers, governors and partner agencies working within the boundaries of the school and during all school activities both on and off school premises.

### **Links to other Policies**

This policy is linked with other school policies:

- Confidentiality Policy
- Safeguarding Policy
- Educational Visits Policy
- Visitors Policy
- Behaviour and Rewards Policy
- Health and Safety Policy

### **Staff support and training**

It is essential that all school staff have a general awareness of drug related matters and a clear understanding of the school's drug and other related policies.

Continuing professional development will be provided for all those involved in teaching drug education to develop the necessary skills, knowledge and confidence in addressing drug related issues with students.

All new staff will be made aware of this policy.

### **Location and dissemination**

This policy will be published in the staff handbook and is available on the school website. (A summary of this policy will be made available to parents, students and the wider community in the school prospectus). Hard copies of all the school policies are available to parents on request.

### **The role of governors**

The school governors will review this policy annually in line with the school's policy review schedule.



## **Section 2 – Drug Education**

### **Drug education**

The school believes that health education is a vital part of the personal and social development of every student.

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

The programme of drug and alcohol education will develop students' knowledge and understanding about:

- the risks associated with drugs (short and long term)
- the laws and rules relating to drugs
- the impact of drugs on individuals, relationships, families and communities
- the prevalence of drug use
- the complex moral, social, emotional and political issues surrounding drug related matters.

The programme of drug and alcohol education will develop students' personal and social skills to make informed decisions and keep themselves safe and healthy, including:

- assessing, avoiding and managing risk
- communicating effectively
- resisting pressures
- finding information, help and advice
- devising problem-solving and coping strategies
- developing self-awareness and self-esteem
- enabling students to explore their own and other people's attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

### **Curriculum planning and progression**

Drug education will be delivered as a carefully planned spiral curriculum leading to the systematic development of students' knowledge, skills and understanding which are appropriate to their age and level of attainment.

The programme of drug education will draw upon students' experiences in earlier years. Teachers will use a range of strategies, for example, draw and write activities, circle time and questionnaires to establish appropriate starting points.

Students with special educational needs will be included in the programme by re-emphasising or expanding particular aspects of the programme and being given opportunities to revisit knowledge and skills in different contexts. Teaching strategies will be adapted according to the needs of students, for example, modelling, role-play, placing greater emphasis on discussion and alternative mechanisms for recording students' thoughts that do not rely solely on writing.

### **Methodology and resources**

Drug education will be delivered within a safe, secure and supportive learning environment. Ground rules for class discussion will be firmly established, and teachers and students' right to privacy will be respected.

A variety of teaching styles and resources are detailed in the PSHE schemes of work for drugs and alcohol.



### **Liaison with partner agencies and stakeholders**

The school will seek the involvement of evaluated and approved partner agencies to enhance the programme of drug and alcohol education delivered by teachers. These may include the advisory teacher for drug education, the school police liaison officer, Children's Services department and local drug and alcohol support services to deliver its commitment to drugs education and to deal with drug related incidents.

External contributors include Axe Street, Chain Reaction and Subwize (**Refer to Appendix 1**)

### **Assessment, monitoring, evaluating and reviewing**

Assessment of the drug education programme will identify what knowledge and understanding students have gained from each module, the skills they have developed and how their feelings and attitudes have been influenced during the programme.

Strategies for assessment could include teacher assessment, student self-assessment and peer group assessment.

The effectiveness of the programme of drug education will be evaluated by seeking the views of students and members of staff. Feedback from the monitoring processes of external providers will also be used to evaluate the programme and used to provide evidence for and inform the school's evaluation process.

## **Section 3 – Dealing with drug related issues**

**All instances of known or suspected drug use or misuse, on the school premises must be reported to the Headteacher.**

The head teacher will ensure that all staff are adequately supported and trained on drug related matters.

### **Management of drug related incidents in school**

#### *Disciplinary procedures*

The school will consider each drug and alcohol related incident individually and recognises that a variety of responses will be necessary. The school will consider very carefully the implications of any action it may take. The school will seek to balance the interests of the student involved and those of the school as a whole and wider community.

The school will, if appropriate, exclude students for a fixed period of time for the consumption of any illegal/controlled substances on the school premises. Acceptable Behaviour Contracts may be used for incidents of drug use and misuse.

**Permanent exclusion will be considered as a last resort where students have been involved in the supply of illegal substances to other students on school premises.**

The Headteacher is responsible for liaison with the media, with support from the LA press office and legal department, to ensure that any reporting of incidents remains in the best interests of the young people, their families and the school.

### **Conducting Searches**

The school will seek the consent of the student involved and ensure that a second adult witness is present before any search of a students' personal property can take place. If this is refused they will consider whether to involve parents/carers and/or the police liaison officer.



Searches of property will be conducted in such a way as to minimise potential embarrassment or distress.

### **Personal searches**

Where a student is suspected of concealing illegal or other unauthorised drugs staff will request that the individual voluntarily empties their pockets. Every effort will be made to persuade the student to voluntarily handover any drugs in the presence of a second adult witness. Where the student refuses, and the drug is believed to be illegal, and the school wishes to proceed along formal lines, then the police and/or parent/carer will be informed

### **Searches of school property**

Members of staff may search school property, for example, students' lockers or desks if they believe drugs to be present. Prior consent should be sought, however, students will be made aware that if they refuse to give consent the school may proceed with a search. Where consent is refused, the school will balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause.

### **Searches of personal property**

Members of staff will not search students' personal property without first obtaining their consent. This policy applies to students' property stored within school, bags and pencil cases.

Where a student refuses to give this consent the school will consider contacting parents/carers and asking them to persuade the student to give consent. If consent to search personal property is not given the school will consider proceeding formally by involving the police.

After any search of students' personal property, parents/carers will normally be contacted by the school, regardless of the outcome of the search.

### **Students under the influence of a substance**

The health, safety and welfare of any student found to be under the influence of any substance will be the first priority. A first-aider will be summoned to assess whether the student requires medical attention.

### **Alcohol, tobacco and volatile substances**

Where a student is found to be in possession of alcohol, volatile substances and / or tobacco this will be confiscated and their parents/carers informed. The alcohol/tobacco will be disposed of or collected by the parent / carer.

### **Confidentiality**

Issues regarding confidentiality are outlined in the school's confidentiality policy.

### **Referral and external support**

Trained and designated members of staff will use the drug use screening tool (DUST) to refer vulnerable students to the appropriate sources of external support and guidance, for example, Subwize. To date, Deputy Headteachers, Year Leaders, IEU Manager and Student Support Staff have received DUST training. Details of other local support agencies are provided in a directory of services.

Students are made aware of the various internal and external support structures via the school PSHE programme. Details of local support services and national helplines/websites will be published around the school. Information is available from the PCT and Year Leaders for individual students or parents as required.



### **Involvement of parents/carers**

In any incident involving illegal and other unauthorised drugs the school will normally involve the student's parents/carers. Where the school suspects that to do this might put the student's safety at risk, then the school will exercise caution when considering involving parents/carers. In any situation where a student may need protection from the possibility of abuse, the Designated Safeguarding Lead will be consulted and local child protection procedures followed.

Parents/carers are encouraged to approach the school if they are concerned about any issue related to drugs.

If parents/carers are suspected of being under the influence of drugs or alcohol on school premises, staff should attempt to maintain a calm atmosphere and seek the support of a member of the senior leadership team.

### **Police involvement**

The school police liaison officer will contribute to the programme of drug education delivered by teachers. Their specific contribution will be planned in conjunction with the teacher responsible for the programme of drug and alcohol education. Teachers will be present at all times when the police liaison officer is working with groups of children to provide support and follow-up issues as necessary.

## **Conclusion**

*This policy has been developed to ensure the inclusion of all students and staff with due regard to SEN, most able, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those students who are subject to a Child Protection Plan. This policy also ensures that due regard is given to staff in respect of their maternity /paternity entitlement. All Saints School values the worth of every individual and the contribution they make to the school community as a whole.*

*This policy reaffirms the central principles on which the ethos of All Saints School is based whilst empowering students to play a responsible role within the society of the twenty-first century.*



### Appendix 1

#### **External contributors:**

Schools are strongly recommended to liaise with their LA and their local Healthy Schools Programmes, who will inform the schools of a wide range of individuals and agencies who can support drug education programmes.

<b>List of contributors:</b>	<b>Write down Contact numbers</b>
<ul style="list-style-type: none"> <li>• School nurses</li> <li>• Youth workers</li> </ul>	
<b>Other agencies</b>	<b>Write down Contact numbers</b>
<ul style="list-style-type: none"> <li>• Community pharmacists</li> <li>• Specialist drug or alcohol services</li> <li>• Health promotion specialists</li> <li>• Young people services</li> <li>• The police</li> <li>• Theatre-in-education groups</li> <li>• DART, Drug Action Response Team</li> <li>• Primary Care Trust Representatives</li> </ul>	

#### **Vetting external contributors and child protection:**

<b>Schools should ensure that:</b>	<b>Checked YES (Tick)</b>	<b>checked NO (Tick)</b>
<ul style="list-style-type: none"> <li>• <b>Non DBS</b> checked visitors should work alongside the teachers and <b><u>NOT</u></b> be left alone with groups or individuals or pupils</li> </ul>		
<ul style="list-style-type: none"> <li>• Visitors if unsupervised or working regularly in the school have had a Criminal Records Check (<b>DBS</b>) <b>check</b></li> </ul>		
<ul style="list-style-type: none"> <li>• All visitors need to be clear about the school policies on               <ul style="list-style-type: none"> <li>✓ Confidentiality and disclosure</li> <li>✓ The child protection procedures</li> <li>✓ The schools values and approach to drug education and managing substance related incidents</li> <li>✓ Any other relevant policies</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>• Visitors are clear about the required learning outcomes</li> </ul>		





<ul style="list-style-type: none"> <li>• The visitors input and involvement are integrated into the schools programme, <b>not just a one off event</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Visitors should be clear about their roles and responsibilities and boundaries when working</li> <li>✓ Within the curriculum</li> <li>✓ On a one to one basis</li> <li>✓ Supporting teachers in following up disclosures</li> <li>✓ Supporting teachers and the school community</li> </ul>		

Schools should ensure that:	Checked YES (Tick)	checked NO (Tick)
<ul style="list-style-type: none"> <li>• Visits reflect</li> <li>✓ The overall aims of the schools drug, alcohol and tobacco education programme</li> <li>✓ Is pupil centred</li> <li>✓ The messages are consistent with the overall aims of the programme</li> <li>✓ The education meets the skills, knowledge and attitudes of pupils</li> <li>✓ Meets the needs of the pupils</li> </ul>		
<ul style="list-style-type: none"> <li>• The visitors are competent educators and facilitators and do not input out of their remit and expertise</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Involving ex-users:</b></li> <li>• When considering using ex-users' schools need to</li> <li>✓ Be very careful</li> <li>✓ Without sensitive handling they may arouse interest</li> <li>✓ Glamorise drug use or describe experiences which young people may find it hard to relate to</li> <li>✓ In some cases, they may without knowing it imply that their own drug use represents a safe limit</li> <li>✓ They need to be a skilled facilitator in pupil learning and not simply because of their former status (a user)</li> </ul>		

Pupil participation:		
<ul style="list-style-type: none"> <li>• Where possible pupils are given a voice and are involved at the onset of the programme and follow-up work i.e. writing invitations and thank you letters</li> </ul>		

Used appropriately visitors will enhance the drug, alcohol and tobacco education already being delivered within the establishment by adding a dimension that the teacher, facilitator alone could not deliver. It also enhances and addresses some of the PSHEE and Citizenship learning



**AllSaints**  
CATHOLIC SCHOOL

opportunities whereby pupils reflect and evaluate what they have learnt from the outside visitors.

## **Appendix 2**

### **Terminology**

**DUST** – Drug use screening tool. This is a professionally designed tool which can be used by appropriately trained members of staff to assess a young person's needs in relation drug and alcohol issues. The DUST is designed to signpost the most appropriate source of support for the young person.

**Partner agencies** – Local sources of professional support and guidance for staff and young people

**LA** – Local authority (formerly known as the LEA)

**DAAT** – Drug and alcohol action team

**The Axe Street Project** – a local partner agency providing substance misuse assessment for young people aged 18 year and above. The service assesses the needs of the young person and refers them to appropriate sources of guidance and support.

**Chain Reaction** – a theatre in education group providing school based productions on a variety of issues including drug and alcohol education.

**Subwize** – A local drug and alcohol support service for young people, 11-18yrs of age

**PSHEE** – Personal, social, health and economic wellbeing education



### **Appendix 3**

#### **Useful sources of information for members of staff**

PSHE framework – [www.nc.uk.net/home.html](http://www.nc.uk.net/home.html) - national curriculum framework

Drugs: Guidance to Schools, DFCS 2004 – essential guidance for all drug related matters in schools

Joining Forces. Drugs : Guidance for police working with schools and colleges. ACPOA 2006

Drugscope – [www.drugscope.co.uk](http://www.drugscope.co.uk) – a centre for expertise on illegal drugs. School resources can be purchased.

National Children's Bureau – [www.ncb.org.uk](http://www.ncb.org.uk) – promotes the wellbeing of all children in all aspect of their lives

Parentline Plus – [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk) – a source of information and support for parents

HIT – [www.hit.org.uk](http://www.hit.org.uk) – supplier of educational resources for drug education

Tacade – [www.tacade.com](http://www.tacade.com) - supplier of educational resources for drug education

### **Appendix E**

#### **Useful sources of information and help for young people**

FRANK – [www.talktofrank.com](http://www.talktofrank.com) – national illegal drug awareness campaign including sources of information and support

The Axe Street Project – [www.axestreet.com](http://www.axestreet.com) – a local substance misuse assessment centre based in Barking town centre (18 years and over)

Community Alcohol Team – [www.cri.org.uk](http://www.cri.org.uk) – a confidential service for people aged 16 and over experiencing alcohol problems

Subwize – A local drug and alcohol support service for young people aged 11-18 affected by alcohol or drugs. Tel 020 8491 2345. Based at 20 East Street, Barking, IG11 8EU.