



QUEENS' SCHOOL

Dare to be Great

Drugs Policy

1. Introduction

This policy was written using the framework outlined in the DfE and ACPO's (Association of Chief Police Officers) 'Drug Advice for Schools' and the toolkit 'Reviewing your Drug and Alcohol policy'. It also follows guidance from the Local Authority and the PSHE Association and the Herts Healthy Schools Programme documentation

This school defines the term "drug" as any substance which affects the way in which the body functions physically, emotionally or mentally and includes tobacco, alcohol, solvents, legal highs, over the counter and prescribed medicines as well as illegal substances.

2. Values

Set in the broader context of personal, social and health education, our drugs education reflects whole school aims to provide a caring community in which students can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well-being.

The school acknowledges the importance of its role in the welfare of students and, through the general ethos of the school, seeks to persuade students who are in need of support to come forward.

All non-medical drugs on school premises are unacceptable. However, adults may consume alcohol at social functions outside school hours. Smoking in any form is not allowed on the school site.

This policy applies on the school premises and beyond, wherever students are within the care of school staff. This includes school trips and educational visits. The school will also have an interest in the health and well-being of the students beyond these school boundaries and we encourage parents and others in the community to adopt the same principles.

Whilst we acknowledge that there is evidence the numbers of students who use and misuse substances is rising nationally, it is important to recognise that many students are choosing not to do so. We will support their differing needs.

3. Aims

- Enable students to make healthy, informed choices through increasing their knowledge, challenging and exploring attitudes and developing and practising skills.
- To help students to develop a sense of self-awareness and self-esteem.
- To increase understanding about the implications and possible consequences of drug use and misuse.
- To listen to students' thoughts, feelings and concerns and to ensure that drug education responds to their needs.
- To help students distinguish between different substances, consider their use, misuse, benefit and harm.
- To counter any inaccurate messages which students receive about drugs.
- To encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs).
- To widen understanding about related health, social and legal issues.
- To enable students to identify where help and support can be found.
- To develop as a health promoting school.

4. We intend to achieve our aims through:

- A co-ordinated and consistent approach to the curriculum and to possible drug related incidents
- An appropriate teaching programme which responds to students' needs.
- Reinforcement of key messages at different ages and stages and in different situations.
- Content and teaching approaches, which match the needs and maturities of all students, including those with special educational needs and English as an additional language.
- Integration of drug education into the curriculum.
- Involvement of the whole community, including staff, governors, parents/carers, students and relevant visitors.
- Training and support for staff in the planning and delivery of drug education.
- Regular revision of policy and practice.
- Recognising that adults are role models for students and committing ourselves to a smoke free environment where alcohol is not used on the premises during the school day.
- Working in partnership with parents and carers, ensuring they are aware of situations where students are at risk.

5. Planning

Drug education is planned into the school's Life Long Learning and the assembly / form tutor programme.

6. Special Educational Needs

In planning drug education for pupils with SEN, our teachers consider a range of responses. For example:

- Additional support from staff
- Activities may be differentiated or adapted
- Using strategies to increase access to drug education such as visits from the police, outside speakers and theatre groups

7. Teaching – curriculum, materials and approaches

Delivery will be:

- Through planned elements of national curriculum subjects
- Through Lifelong Learning and form time
- Through assemblies
- Through one-to-one discussions between teacher and student or SSM and student
- Through visits from outside agencies

A wide range of teaching approaches can be used and we particularly encourage active and accelerated learning methods, which involve student's full participation. Ground rules will be negotiated when appropriate and the sensitivity of the work will be recognised, safeguarding the interests of the individual child and the whole class.

8. Confidentiality

Some students may choose to mention instances of drug use in class or with individual members of the school community. While staff will want to be supportive, it is clear that they work within child protection guidelines and clearly state that they will not be able to guarantee confidentiality.

9. Working with visitors

Visitors can make a valuable contribution to drug education provision but do not constitute a comprehensive programme. The rationale for bringing in a visitor must be clear and they must represent an accredited organisation. It must enhance the overall educational experience and must educate rather than sensationalise. It must fit with the stated aims and objectives of school PSE and drug education policy. School staff must always be present and the educational outcomes evaluated.

10. Liaison between schools, with parents and the wider community

We will work with other local schools to develop consistent practices to support young people. This includes paying particular attention to the needs of young people as they transfer from primary to secondary school. We recognise this, and other aspects of community liaison, is an important area to which we can contribute with the support of colleagues throughout children's services, the police and other agencies. Our work is continually developing.

11. Roles and responsibilities

This policy relates to all members of the school community. All staff have a responsibility for drug education and must be fully aware of this policy and its implications for themselves and for others in the community. Whenever adults interact with students, they recognise that they may be influencing attitudes and behaviour.

All staff should consider themselves as role models whose behaviour the students are likely to notice and often follow. Staff also have a responsibility to know how they should respond to any possible drug related incidents. They receive training and support in delivering their responsibilities.

The Headteacher and the Governing Body have the ultimate responsibility for ensuring that policy and practice in this area is followed, including an appropriate curriculum and the response to drug related incidents.

The Head of LLL is responsible for overseeing both curriculum delivery and other elements of school life contributing to drug education. This will include monitoring and evaluating drug education policy and practice throughout the school. The Head of LLL will work with other Heads of Faculty to identify where other learning experiences contribute to drug education.

12. Response to possible drug related incidents

Our definition of drug includes medicines, alcohol and tobacco, and it is therefore important that all aspects of an incident are considered. The needs and circumstances of the student are paramount.

We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by Children's Services and national guidance.

If a situation leads to a medical emergency the school emergency aid procedures will be followed immediately.

In the absence of a medical emergency a member of the SLT will be informed and an appropriate response considered. We will refer to DfE guidelines on responding to drug related incidents and in determining the response the implications of any action we take will be carefully considered. The focus of any response will be the student not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.

13. Guidance for staff

Staff who have evidence or who have heard of rumours of drug involvement should contact a member of the SLT or the SSM as soon as possible.

If a student is believed to be in possession of, or under the influence of drugs or alcohol they should be taken to a member of the SLT or the SSM immediately.

Schools' 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.

Where a member of staff finds other substances which 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 new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

Students should not be physically searched but asked to turn out their pockets and bag. Two members of staff should always be present, one of whom should be a senior member of staff. The empty bag should then be checked in front of the student. The student should not be separated from their possessions at any time. They must not be allowed to go to leave the room until the search is complete.

The police will be called in the event of a student refusing to turn out their things or being found with a substance. All suspicious substances will be locked in the school safe in a sealed container. This must be labelled with the time and date ready to be handed over to the police by a member of SLT. The number for SLT to call is 101 which is the non-emergency police number unless the student becomes uncooperative, violent or abusive in which case 999 should be called.

The substance has to be linked to the student so the police will take statements from the members of staff who were present when the substance was found. If the substance is an illegal drug it is likely that the student will be arrested but this may be some time later.

Items of an unlawful or hazardous nature will be given by the school to an external agency such as the police for disposal or further action as necessary. Staff will ensure the safe disposal of drug paraphernalia and such items will not be returned to students, parents or carers.

Unless there are exceptional circumstances we will inform parents or carers at the earliest opportunity so that we can work together to support the student and to resolve difficulties. All students and parents will be made aware of out of school support which is available through the 'Talk to Frank' campaign (0800 776600 or www.talktofrank.com)

We have a range of professional colleagues who can give or obtain advice and support in drug or alcohol related situations. These include Youth Connexions Personal Advisors, Chessbrook Outreach Workers, the School Nurse, the Targeted Youth Support Team, the Youth Offending Team (whose roles include supporting young people at risk of offending) and local drug and alcohol agencies. These colleagues can help with a needs assessment and support us in developing an appropriate response. The student/s will always be told when information is being passed on, in accordance with the school's policy on confidentiality.

Our aim is to enable all students to fulfil their potential. We will work with the student, their parents or carers and colleagues from other agencies to remove barriers to achievement and resolve any difficulties that exist. Drug related situations will be considered alongside other circumstances in the young person's life and not in isolation. We accept that it is never appropriate to respond in a way that is simply punitive but exclusions are used to send a firm message to all members of the school community.

- Students who are believed to be under the influence of an illegal drug will be sent home with a parent or carer and this will be recorded in their file.
- If there is strong evidence to suggest that the student is under the influence of a non-medical drug they will be excluded for up to 3 days. This also applies to students who have used alcohol, legal highs or solvents in or around the school site.
- Students who are found in possession of an illegal substance will usually be excluded for 5 school days in the first instance.
- Students who supply other students, or who are caught for a second time with an illegal drug, will be permanently excluded unless a Managed Move to another school can be arranged.

14. Monitoring and Review

The Governors with responsibility for safeguarding and LLL will review drug related incidents and drug education policy and practice during their link visits.

The Headteacher and the Deputy Head responsible for student welfare will be responsible to the Governing body for promoting, monitoring and maintaining the implementation of this policy.

15. Linked policies

- Health and Safety Policy
- Behaviour for Learning Policy
- Child Protection Policy
- Mental Health and Wellbeing Policy
- Learning Outside the Classroom (LoTC) Policy

SLT: Mr Taylor

Committee: C&S

Trustee Approved: September 2026

Review date: September 2029

Queens' School (Bushey) Ltd (registered number: 076506090)



QUEENS' SCHOOL

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Equality and Diversity Impact Assessment

Aim and Objectives
Queens' School is committed to promoting fairness in opportunity. We therefore conduct Equality and Diversity Impact Assessments on policies to understand their potential effects on different groups of people.

Policy Assessment				
	Positive Impact	Negative Impact	No Impact	Findings
Race			✓	
Religion and/or belief			✓	
Sex (Gender)			✓	
Gender Identity			✓	
Disability			✓	
Age			✓	
Sexual orientation			✓	
Marriage and/or civil partnership			✓	
Pregnancy and/or maternity (including surrogacy and adoption)			✓	
Other identified group (e.g. carers)			✓	

Action Planning		
How do you intend to mitigate or eliminate any negative impact identified?	If a positive impact is identified, how do you intend to promote or develop this opportunity?	Where negative impact has been identified, can it be justified? If so, explain how.

Monitor and Review
The policy will be monitored through feedback from stakeholders