



Drugs Education Policy

For Schools within our Collaboration:

At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal
R= responsibility
I = in
D= delivering
E= excellence

Frequency of Review: Yearly

Reviewed and Approved by: The Governing Body

Date: Spring 2026

Date of Next Review: Autumn 2028

Reviewer: Amy Woodhead and Heather Mitchell

Signed:  (Chair of Governing Body) Date: 30/03/2026_____

Drugs Education Policy

Introduction

Research has shown that by the age of 11 many primary school children have extensive knowledge of the world of drugs. For some, this knowledge may be inaccurate and incomplete, for others it will develop through personal experience.

Research shows that up to 1 in 8 of children have tried an illegal drug by the age of 16. The figures also suggest that the first age of experimentation is decreasing and that children of primary age are exposed to opportunities to try both illegal and illegal drugs.

Keeping Children Safe in Education (KCSIE 2025) states that staff should be alert to the potential need for early help for a child who, is in a family circumstance presenting challenges for a child such as drug and alcohol use or a child who is misusing alcohol or drugs themselves.

Staff should be alert of drug related Child Criminal exploitation, CCE (including County Lines).

The Government's 10 Year Drugs Plan to Cut Crime and Save Lives: From Harm to Hope' demonstrates the ambition to address the substantial harm that is currently experienced across our country due to the supply and use of illegal drugs.

As part of the statutory duty on schools to promote pupils' wellbeing, we have a clear role to play in preventing drug misuse as part of our pastoral responsibilities. This is achieved by pupils receiving a drugs education programme that is appropriate to their age, ability, and level of maturity.

Within our collaboration, we are committed to a healthy and supportive environment in which neither the misuse of drugs (including legal substances) by pupils, staff, or visitors, nor the illegal supply of these substances is condoned. We are dedicated to the continual development of a 'healthy school,' working towards achieving this in all aspects of school life, and provide an environment, ethos and curriculum that supports and prepares pupils for making positive, healthy choices in a drug-using world.

This policy is also written in collaboration with relevant documentation including:

- DfE and ACPO drug advice for schools, advice for local authorities, headteachers, school staff and governing bodies (September 2012)
- Nottinghamshire County Council young persons and children's substance use policy (2003)
- Nottinghamshire combating substance misuse partnership strategy and delivery plan (2023 – 2025)
- Accurate information on drugs and alcohol can be found via the FRANK service. [Honest information about drugs | FRANK](#)

Definition of Drugs

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." Here, "drugs" and "drug education" is used to refer to:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat, alkyl nitrites (known as poppers) and new psychoactive drugs ('legal highs')
- all over the counter and prescription medicines.

Aims of the Policy

The aim of our drugs education is to enable our pupils to make healthy informed choices that keep them safe. This policy is therefore for all staff, pupils, parents/carers, prospective parents/carers, governors, visitors, and partner agencies working within school.

General Principles

Our collaboration is committed to health and safety of all its staff and pupils and will take action to safeguard and promote their well-being. We have a duty to inform and educate our pupils on the consequences of drug use and misuse as part of our concern for their welfare. Sharing the responsibility for the education of our pupils with parents/carers is fundamental to our collaboration's values and practice.

Drug awareness / county lines updates will form part of ongoing safeguarding training within school and the school's Designated Safeguarding Leads will have updates as a part of their refresher training

Drugs education is promoted through personal, social and health education (P.S.H.E) as part of our Talking Points Curriculum (see appendix 1.). In addition, drugs education is covered through school assemblies for all to access.

Key Stage 1 focuses on what are safe and unsafe substances, what medicines are, why people take them and how to take them safely, being ill and getting better and what to do if someone persuades you to take something dangerous.

Key Stage 2 focuses on what a drug is, the effects and risks of drugs including tobacco, vapes and alcohol, managing peer influences, and resisting pressure to take risks and be able to make safe decisions.

Curriculum Aims

Within this overall framework, the following curriculum aims are promoted:

- Provide accurate information about drugs, including medicines (over the counter and prescribed), volatile substances, alcohol, tobacco, vapes and illegal drugs.
- Understand that certain people, with particular medical needs will use medication as part of their every-day life and that this is normal for them.
- Increase understanding about the implications and possible consequences of drug use and misuse, exploring the risks and consequences of their own and others' actions.
- Raise awareness of safety issues with regard to drugs
- Explore and clarify attitudes towards drugs, drug use and misuse and drug users, correcting misunderstandings, promoting positive attitudes, and challenging harmful ones.
- Develop pupils understanding of rules and laws.
- Develop and practise the personal and social skills necessary to make informed decisions in a range of social situations and settings.
- Develop pupils' self-awareness and self-esteem as this may support them in making positive choices about their health.
- Ensure that all members of the school community can identify sources of appropriate personal support.
- Ensure relevance for the needs of pupils and the school community.

Teaching Methods

Teaching methods adopted in the classroom will take account of the needs of our children. They will:

- Offer a rich variety of opportunities for active learning.
- Incorporate a range of teaching and learning styles including group discussions, debates, role play.
- Ensure access to comprehensive, unbiased, and accurate drug information.
- Specify availability of relevant and appropriate advice and support
- Ensure continuity and progression by visiting and revisiting issues as pupils develop and their needs change.
- Consider the attitudes and values of pupils and a range of other significant groups in society, towards drugs.

Due to the sensitive and sometimes controversial nature of the subject, ground rules will be discussed, negotiated, and adopted. The teaching of drugs and medicine safety and awareness is usually through the school's PSHE scheme Talking Points. These sessions (see overviews at the back of this policy) take a discussion-based approach to support children in learning rules, guidance, and safety around medicines and drugs. Confidentiality is achieved through setting ground-rules or a group agreement at the beginning of the session to ensure that the sharing of appropriate information is kept to a minimum.

We actively co-operate with other agencies such as health education officers, police, other health professionals and drugs agencies to deliver drugs education as appropriate. Our school appreciates the valuable contribution from outside agencies but recognises that their contribution alone does not constitute a complete Drug Education Programme. We believe it is the responsibility of the school to ensure that the contributions made by visitors to the classroom reflect our own philosophy and approach to the subject. Therefore, the content of visitors' contributions will be negotiated and a teacher will always be present during their input.

Drugs Education in Curriculum Development

We will review and evaluate content and process in drugs education so that practice continues to be effective in developing knowledge, understanding and skills and promoting positive attitudes.

The P.S.H.E. co-ordinator has responsibility for delivery of the taught curriculum aspects and regularly evaluates and assesses our school Talking Points Curriculum (see appendix 1.) to update this in line with any new initiatives or focuses within school.

Operational Aims

If there is an incident of substance misuse, the school aims, in conformity to DfE and Nottinghamshire:

- To deal with specific instances in a fair and just manner and log these on school safeguarding systems.
- To ensure that a form of help/action is undertaken which will appropriately support any pupils involved in an incident.
- To involve parents/carers with support/action.
- To take appropriate action necessary to ensure the smooth running of the school.
- To minimise the risks that users and potential users face.

Procedures for Specific Incidents

Refer to document:

Drugs Education Curriculum Guidelines for schools – Part 2 (Nottinghamshire Education Committee).

We will consider each situation individually and recognise that a variety of responses may be necessary as recommended by LA and national guidance. It is important that all aspects of an incident are considered. The needs and circumstances of the pupil are paramount. If a child or adult needs medical support staff will seek assistance immediately, contacting an ambulance if necessary.

Where a school has recovered drugs from a pupil, or suspects that a particular pupil is in possession of an illegal substance the Police may be asked to attend. Where the pupil is suspected of having possession but has refused to hand it over to a member of the teaching staff, only a police officer has powers available to search under the Misuse of Drugs Act 1971. The police officer attending will seek to obtain the reasonable grounds required for searching from information given by school staff.

Except in exceptional circumstances, we will inform parents/carers at the earliest opportunity so that we can work together to support the pupil and resolve difficulties.

All incidents are recorded, and records are stored securely in accordance with the requirements of the Data Protection Act 1998. All notes about an incident should include the time, date, place, and people present. Relevant agencies will be notified of any drug related incident.

Working in partnership with the police

The school will collaborate closely with the police if there is a drug related incident. The school will consult the police about any concerns about illegal drug use within the local community.

Inclusion, Equality and Safeguarding

Within our collaboration we believe that all children should be valued equally within a climate of warmth and support. We are committed to careful consideration of risk factors for vulnerable children who might be at greater or significant risk of harm and will seek alternative provisions for such pupils where appropriate. This includes pupils whose parents/carers misuse substances, including alcohol, which impacts on the emotional health and well-being of their children.

In the event of concerns around safeguarding, the supporting adult will follow the school's Safeguarding/ Child Protection Policy, with which all school staff are familiar. Sensitive information is only disclosed internally or externally with careful attention to the GDPR rights and needs of individuals. This will help in retaining the trust of pupils and parents/carers. Where information has to be 'shared' the reasons for this may be explained (where appropriate) to the child/young person who will be supported throughout the process.

Management of Drugs in School

The possession, use or supply of illegal and unauthorised drugs within school boundaries is unacceptable. School boundaries include the school premises and grounds, journeys or visits in school time and residential trips. It also includes extended school activities on the school site and activities run by other groups on the school site. Other than an inhaler, no pupil should be in possession of medication at any time.

Specific cases are allowed if the necessary forms have been completed by named parents and staff. Named staff can then administer a specific drug from locked storage. The school has procedures in place for the administration of prescribed medicines by these named staff. (See Supporting Pupils with Medical Conditions Guidance.)

Arrangements for the use and storage of volatile substances are set out in the Health and Safety policy. Furthermore, thought will be given to the storage and administration of medication during residential visits – this will form part of the risk assessment undertaken for any off-site visits.

Alcohol may be available at some events organised by the School/ PTA such as the bottle tombola at the Christmas Fayre. Under 18-year olds will not be given bottles containing alcohol as a prize and parents will be asked to collect.

The priority in managing drugs is the health and safety of the school community and meeting the pastoral needs of pupils.

Role and Responsibilities of the Head Teacher and Governing Body

The Head Teacher takes overall responsibility for ensuring that the policy is implemented, for liaison with the Governing Body, Transform Trust, parents, LA and appropriate outside agencies including the media.

The Head Teacher will make appropriate arrangements for dealing with incidents of substance misuse. The governing body will be involved in Drugs Education and substance related incidents in the same manner as any other matter concerning the direction of the school.

Policy Monitoring and Evaluation

The monitoring of this policy will be ongoing to assess its workability and ensure it remains responsive to current issues.

This policy will be evaluated bi-annually involving representatives from the whole school community.

Appendix 1

Talking Points Scheme for each year group (texts related to the teaching of drug and medicine safe and appropriate use highlighted).

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
1. Health and Wellbeing:							
Physical Health:							
Mental Health:							
Healthy eating							
Growing and Changing:							
Internet safety							
Drugs, alcohol and tobacco							
Health and prevention							
Basic First Aid							
2. Relationships:							
Relationships and Sex Education (RSE):							
Respectful relationships							
Caring friendships							
Families and people who care for me							
Online relationships							
Being safe							
Bullying and Discrimination:							
Social Skills:							
3. Living in the Wider World:							
Economic Wellbeing and Careers:							
Media and Digital Literacy:							
Environmental Awareness:							
Citizenship:							
4. British Values							
Respect and Tolerance							
Individual Liberty							
Democracy							
Rule of Law							
5. Protected Characteristics							
Religion							
Race							
Marriage or civil partnerships							
Sex							
Gender							
Sexual orientation							
Disability							
Age							
Pregnancy							