

# **St Peter and St Paul Catholic Primary School Drug and alcohol policy**

**Date 07/10/2025**

**Date to be reviewed October 2026**

*This policy can be found in the red staff policy box in classrooms from Nursery to year 6 and can be made available to members of staff, parents and visiting speakers through the school website.*

## **Section one:**

### **The drug and alcohol policy**

- The purpose of the drug, alcohol policy
- Consultation process
- Definition of drugs
- Roles and responsibilities in school
- The school's stance towards drugs
- Staff continuing professional development
- Confidentiality

## **Section two:**

### **The drug, alcohol and tobacco education curriculum**

- Establishing a safe and supportive atmosphere
- Good practice in teaching and learning
- The drug and alcohol curriculum contents
- Visiting speakers
- Assessment
- Monitoring and evaluation
- Resources

## **Section three:**

### **How the school manages drug-related incidents with confidence and consistency**

- Definition of a drug related incident
- The schools' response to drug related incidents
- Dealing with suspicion, rumour or disclosure about drugs
- Finding drugs or drug paraphernalia on school premises
- Possession or supplying of unauthorised drugs on school premises
- Someone under the influence of drugs or alcohol on school premises/school trips
- Pupils affected by parent/carer's problematic drug and alcohol use

## **Section four:**

- **Smoking policy**

## **Appendices: Separate document**

1. p11: Drug, alcohol and tobacco policy summary
2. p 12: Drug, alcohol and tobacco curriculum
3. p13: Record of incident involving an unauthorised drug
4. p14: Support for pupils and their families

## SECTION ONE

### The drug and alcohol policy

#### The purpose of the drug and alcohol policy

St Peter and St Paul school drug and alcohol policy is to inform school staff, parent/carers, health professional and visiting speakers. It covers the school's role and responsibilities for the content and organisation of drug and alcohol education, the management of drug and alcohol incidents within the school boundaries and on school trips.

#### Consultation process

The consultation process involved staff, governors, pupils and parents in the following ways:

*What happened in the school?*

*for example:*

**Pupils:** Draw and write activity- ask the children (either in class or ask the school council reps) to draw and write what they know and then what they would like to learn about DAT – could even ask what helps them to feel safe in the school and what they would like to help them feel safer.....

**Parent/Carers:** - could have an article (even one paragraph will do) about healthy schools in the newsletter?? Later on, could do a letter home about healthy schools or a fact sheet for the PTA about healthy schools (question and answer sheet??)

**Staff and Governors:** - can there be one governor responsible for healthy schools??

#### The term 'drug'

The term 'drug' throughout this document is used to refer to:

all illegal drugs; all legal drugs including alcohol, tobacco, shisha, volatile substances, poppers and e cigarettes; all over the counter and prescription medicines and other drugs such as new psychoactive substances ('legal highs').

#### Roles and responsibilities

*Who has overall responsibility for drug and alcohol issues in the school?*

The Head Teacher **Miss Tracey Peters**

*Who has responsibility for the leading and co-ordination of the drug and alcohol curriculum?* **Theresa Pryce (PSHE Coordinator)**

*Which governor or committee has oversight on drug and alcohol education and the management of drug related incidents in the school?*

*for example:*

The Head Teacher **Miss Tracey Peters** has overall responsibility for drug issues in the school and delegates the responsibility for the development, monitoring and reviewing the drug and alcohol policy to **Theresa Pryce (PSHE Coordinator)**

The member of staff responsible for the coordination, development, monitoring and evaluation of drug education is **Theresa Pryce (PSHE Coordinator)**

The member of staff who oversees and coordinates the management of drug related incidents is **Theresa Pryce (PSHE Coordinator)**

The governor or committee who have oversight for drug issues in school is **<name>**

#### The school's stance towards drugs

*What clear statement does the school make about drugs and drug use within school?*

Illegal and other unauthorised drugs are not acceptable on the school premises, school journeys, residential courses, educational visits and extracurricular activities.

Smoking is not permitted anywhere on the school site. – see Appendix 'The school smoking policy'

*What are the school rules with regard to the use of alcohol by adults on the premises? (consider parties, PTA, school fetes).*

Visiting speakers are made aware of the policy. See Section two: Visiting speakers

### **Staff continuing professional development**

*Curriculum maps have been created for teachers of PSHE and Life Skills – teachers know where the resources are and have had INSET on PSHE (including DAT – add date....)*

### **Confidentiality**

*We have a Safeguarding Policy that all staff read and sign to state they have read it.*

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass information onto the school's child protection lead **Designated Safeguarding Lead Miss Tracey Peters** or, if she isn't available inform either (**Deputy DSL**), **Ms M Bessant** or **Ms K Hankins** if what is disclosed indicates that a pupil is at risk of harm. If the DSL and the Head teacher decide it is appropriate, they will **refer** the case to **Children's Social Care. Incidents can be shared directly with CSCT** to ensure there is no delay or when there is a disagreement. **Parents/Carers will be told** about the referral, unless there is a good reason to believe that doing so would place a child at greater **risk**.

Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. The teacher might explain to pupils that it is better not to say anything personal to do with drugs or drug taking during class discussions. Activities use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, by using case studies and scenarios.

In one to one situations, the teacher should always listen positively and reassure the pupil, whilst being clear that they cannot guarantee complete confidentiality. If a pupil discloses information regarding their own or others drug use, this will be passed on as a safeguarding issue.

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

Age appropriate information on drugs and support services will be available for pupils.

## **SECTION TWO**

### **The drug, alcohol and tobacco education curriculum**

Drug, alcohol and tobacco education is developmental and appropriate to the age and needs of pupils. It is part of a well-planned programme, delivered in a supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary. The school use TenTen and Islington's scheme for PSHE as a resource to delivery this.

Drug, alcohol and tobacco education:

- ensures that pupils are able to make informed, healthy choices and appreciate the benefits of a healthy lifestyle now and in the future
- helps pupils develop personal and social skills when making decisions and managing situations where drugs are concerned.
- provides accurate information which includes where to go for support and help
- supports pupils in coping with the pressure and influences that may lead to the misuse of drugs
- facilitates pupils in exploring their own and other people's attitudes to drugs, drug use and drug users, including challenging stereotypes, dispelling myths and exploring social influences.

### **Establishing a safe and supportive environment**

*How do staff establish a secure and safe environment in the classroom?*

*for example:*

- Boundaries for discussion and issues of confidentiality are discussed before drug and alcohol education lessons begin.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.

- Distancing techniques such as role play, third person case studies and an anonymous question box are employed when engaging pupils concerning sensitive issues.

### **Good practice in teaching and learning**

*What strategies do staff use to promote good practice in teaching and learning?*

*for example:*

- Using the correct terminology makes clear that everybody understands and avoids prejudiced based language
- Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

### **The drug and alcohol curriculum contents**

*Describe the drug, alcohol and tobacco curriculum you follow throughout the school:*

*See suggested tables in Appendix 2*

### **Visiting speakers**

Drug and alcohol education is best taught by the class teacher as part of an ongoing curriculum. Visiting speakers can offer a different perspective and reinforce the teaching within the classroom.

We have visiting speakers such as our School Nurse from Whittington Hospital or CAHMS.

Visiting teachers are briefed by the class teacher about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a copy of the school drug and alcohol policy which they are expected to follow.

### **Assessment**

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may already have.

*How do teachers do this?*

*for example:*

- brainstorms and discussions
- draw and write activities to find out what pupils already know
- continuums/diamond nine and other activities to find out what pupils feel is important to them.

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives. Insert here how pupil's progress in SRE is assessed.

- written or oral assignments
- reflective floor books

### **Monitoring and evaluation**

Monitoring and evaluation help to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE coordinator **Theresa Pryce (PSHE Coordinator)**

is responsible for the monitoring and evaluation of drug, alcohol and tobacco education. A range of methods are used including:

- lesson observations
- what individual teachers added to or deleted from the lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- annual PSHE review

### **Resources**

DrugWise: drug, alcohol and tobacco education for the primary school, Healthy Schools Islington

## SECTION THREE

### How St Peter and St Paul manages drug-related incidents with confidence and consistency

#### Definition of a drug related incident

- Dealing with suspicion, rumour or disclosure about drugs
- Finding drugs or drug paraphernalia on school premises
- Possession or supplying of unauthorised drugs on school premises/school trips
- Someone under the influence of drugs or alcohol on school premises/school trips

#### The school's responses to drug related incidents

St Peter and St Paul Catholic Primary School has a variety of responses to any drug related incident. The school considers the user's response; whether it is a one-off incident or longer term situation; the drug involved; the user's motivation; how the drug was being used and in relation to the safety of others; knowledge of the pupil and their home circumstance; if supplying, the extent of this; other people involved.

After due consideration and consultation, the next response may be one of the following:

monitoring the situation; additional support, advice and education; referral to specialist agency; counselling; behaviour support plan; pastoral support programme; withdrawal of activities/privileges; case conference; informing the police or safer schools officer; consulting IYPDAS (Islington Young People's Drug and Alcohol Service); informing trading standards (regarding local sales of legal drugs to children); exclusion,(permanent exclusion will only be used as a final resort, after all other approaches have been explored).

In all drug related incidents in school, the Headteacher, in consultation with key staff will decide on responses, including the use of sanctions and/or counselling and support.

#### Dealing with suspicion, rumour or disclosure about drugs

Sensitive information regarding suspicion or rumour about drugs and drug misuse will be passed onto the **Headteacher Miss Tracey Peters or Theresa Pryce (PSHE coordinator) or the (DSL/Deputy DSL), Ms M Bessant/Ms K Hankins** who will decide how to deal with it through monitoring or passing the information onto other relevant agencies.

If a pupil discloses their use of drugs or that of another person, staff will be non-judgemental and show care and concern for the pupil. The pupil will be reminded that the information they have given will have to be passed on through the school's pastoral system. The school will assess the pupil's welfare support and needs and if necessary involve external support for the pupil and where appropriate, the family.

#### Finding drugs or drug paraphernalia on school premises

There are regular checks of the school grounds by school site caretaking staff who know how to safely deal with drug taking materials or syringes.

Pupils are taught not to touch any needles or syringes they may find and to inform a member of school staff immediately

If drugs or drug paraphernalia are found:

- a judgement should be made based on the type of substance found
- staff should ensure that tobacco, alcohol, solvents or over the counter / prescription drugs are moved to a safe place out of the reach of pupils with any medication locked away.

The law permits school staff to take temporary possession of a substance that they suspect is an illegal drug, **providing that** all reasonable steps are taken to destroy the drug(s) or deliver it to a person lawfully

entitled to take custody of it. In taking temporary possession of suspected illegal drugs, staff should:

- make sure that a second adult witness is present throughout
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and the name of the witness
- store it in a secure place, such as the school safe or other lockable container with access limited to senior members of staff
- contact the local police to dispose of the drugs
- make a confidential record in the school incident book.

The Headteacher **Miss Tracey Peters** will decide whether to report the finding of drugs to the safer school officer, (there is no legal obligation to do so).

Needles or syringes found on site should be dealt with very carefully:

- the area should be cleared and the paraphernalia guarded until the appropriate handling materials arrive
- Use a sharps box if on site if not, a suitable container should be found, ideally one with a lid to contain the needle before taking to the nearest health centre for disposal
- use tongs, tweezers or heavy duty gloves to pick up the needle
- wash hands thoroughly afterwards
- if the above cannot be carried out, one member of staff should keep guard whilst another contacts Islington's Drug Action Response Team to arrange removal of the sharps (Call 020 7527 2000 and they will log relevant details and arrange collection). The area will need to remain cleared until the sharps have been removed.

### **Possession or supplying of unauthorised drugs on school premises/school trips**

School staff can search a pupil for any item if the pupil agrees (the ability to give consent may be influenced by the child's age or other factors.)

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence; or to cause personal injury to, do damage to the property of, any person( including the pupil.)

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff will confiscate pupil's property where they believe it to be harmful or detrimental to safety or good behaviour.

If drugs are found, parent/carers are to be informed immediately unless there are child protection concerns. Alcohol, tobacco (including shisha and e cigarettes) and unauthorised medicines brought into school by pupils should be stored and then, if legal for adults, handed over to parents/carers unless there are child protection concerns.

If the substance is unknown or deemed to be illegal, then the police are called to dispose of it. (The law does not require the school to divulge the name of the pupil from whom the drug was taken).

All drug related incidents are recorded and kept confidential.

### **Someone under the influence of drugs or alcohol on school premises/school trips**

The health and safety of the person/people involved must come first, whilst taking into account the health

and safety needs of the school as a whole.

If a pupil is found to be under the influence of a drug and is deemed not an emergency:

- they should be removed to a quiet room and not be left alone
- they will be helped to calm down and medical assistance sought
- school first aiders and the Headteacher should be informed straight away
- Parent/carers should be informed unless there is a child protection issue.
- the incident is recorded and kept confidential.

If a pupil is found to be under the influence of a drug and has collapsed or is unconscious:

- they should be placed in the recovery position and an ambulance called immediately
- school first aiders and the Headteacher should be informed straight away
- parent/carers should be informed straight away in all circumstances unless there are child protection concerns
- the incident is recorded and kept confidential.

***What procedures are in place if a parent or carer is under the influence of alcohol or drugs on the school premises or during a school trip?***

- Staff should try to maintain a calm atmosphere.
- If a member of staff has concerns about discharging a child into the care of a parent/carers, they should consider discussing with the parent/carers if other arrangements could be made, for example contacting another family member to take care of the child. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carers' behaviour.
- Where the behaviour of a parent/carers under the influence of drugs or alcohol places a child at risk (or the parent/carers becomes abusive or violent), staff should consider whether to start child protection procedures and/or involve the police. When this is not clear, staff should discuss with their named safeguarding lead DSL Michelle Bessant/DDSL Katie Hankins and the **Headteacher Miss Tracey Peters** or the **Children's Services Contact Team**

If any of these incidents take place whilst on a school trip, the same procedures will take place and **the Headteacher will decide appropriate action** and for the continuation of the trip.

Members of staff are aware that whilst responsible for pupils on a school trip, they should not be using alcohol or tobacco or any other unauthorised drug.

### **Children affected by parent/carers' drug or alcohol use (Hidden harm)**

*What is the school's response to children who are affected by parent/carers' alcohol or drug use?*

School staff have knowledge and understanding about hidden harm.

Teachers are made aware that some pupils might be living in a family where there is substance misuse, or they may be caring for parents who have mental health and substance misuse issues. Class teachers are often the first professionals to notice parental substance misuse. **For the safety and welfare of the pupils, any concerns must be reported appropriately to the lead professional in school for safeguarding and child protection.** The school's safeguarding policy should enable any incident to be dealt with in a professional and appropriate manner.

Pupils experiencing parental drug/alcohol misuse may feel worried or concerned, or may blame themselves for it. Families experiencing this often foster a culture of secrecy, in which children are discouraged from revealing anything about this issue, making it difficult for children in this position to talk about it.

These are the most important messages for pupils:

- Drugs/alcohol can change the way a person behaves
- Adults do not always act in a responsible way
- Children are not responsible or to blame for adult's behaviour

- They have a right to share concerns, bad feelings or things that worry them
- They can access information about who they can approach to ask for help
- They are not alone – there is always someone else who has had similar experiences
- If they are worried about a person's drug/alcohol use, it is best to tell a trusted adult.

Schools should aim to support pupils and their families in accessing services. Pastoral care leaders in Islington can seek advice from agencies such as CASA Family Service: 020 7561 7490. Families First: 020 7527 4343 or Children's Service Contact Team (CSCT): 0207527 7400.



## **SECTION FOUR**

### **St Peter and St Paul Catholic Primary School Smoking policy**

Date: 25/12/2025

Date to be reviewed: 25/12/2026

#### **The purpose of the policy**

The purpose of this policy is to ensure that the school is a smoke free environment for everyone. We aim to provide our pupils with consistent messages and non-smoking role models within the school regarding tobacco, e shisha, shisha pens, e cigarettes and all other varieties of the product.

This policy applies to pupils, staff, parent/carers, visitors and contractors to the school. It applies to all activities held in the school including before or after school sessions and any outside activity the school is used for.

It links with the school's safeguarding, confidentiality, health and safety, drug and alcohol policies and is in line with the Islington Smoke Free Guide.

#### **Responsibilities**

Smoking will not be permitted in any part of the school's premises or vehicles. The enforcement of this total smoking ban is the responsibility of the Headteacher and all members of staff.

*What is the responsibility of members of staff who smoke?*

Staff who smoke are only permitted to do so when they are on official break and off and out of sight of the school premises. Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of second hand smoke on pupils and colleagues. Staff should ensure:

- they wear a jacket whilst smoking and remove it once they re-enter the building
- wash their hands after smoking
- wait ten minutes after smoking before coming into contact with pupils

#### **Smoking and drug education**

The school promotes a smoke free environment through.

- Drug education, including the use of tobacco and other smoking drugs
- The use of theatre groups, visiting speakers
- Information regarding smoke cessation groups
- Assemblies, special promotion in stop smoking weeks