

# Bradford Forster Academy

## Drugs and Substance Misuse Policy

Bradford Forster Academy strives to provide inspirational education for all students irrespective of their background or experience. Through exposure to outstanding teaching, the expectation of exemplary behaviour, and a consistent focus on building resilience, we aim to prepare all students with the skills and characteristics required to thrive personally, professionally and within society.

We strive to reflect our academy Christian values of respect, growth, and community whilst following our strapline of '**Everything is possible for one who believes**' Mark 9:23.



At BFA we are a community that cares deeply about each and every child. As a Church of England School, not only do we want to provide all children with a lifelong love of learning, but we are also driven to ensure that all students are supported and cared for, so they flourish into young people who are safe, secure, and can make a positive difference in God's world.

"Everything is possible for one who believes" (Mark 9:23)

### **Purpose**

To promote behaviour that will contribute to maintaining the Christian ethos of the Academy and create a climate which supports outstanding learning and achievement.

### **Guidelines**

The guidelines below are for all staff, students and parents. Every member of the community has rights, but with that comes responsibilities. These outline the systems, processes and support available to students as they grow and develop the characteristics of a Bradford Forster Academy graduate:

- Employable
- Ambitious for themselves, others and their community
- Adaptable and flexible learner
- Spiritually and emotionally intelligent
- Resilient
- Courteous
- Open minded
- Understand and believe they will make a difference

### **Introduction**

Safeguarding the wellbeing of our students is our key priority at Bradford Forster Academy. This policy forms part of our Safeguarding Policy Portfolio and outlines how we implement national guidance on drugs and substance misuse.

This policy describes Academy's approach to drug education and issues related to the use of drugs and substances as they affect members of the Academy community, their safety, well-being and legal and statutory responsibilities. This policy has been informed by the guidance provided for the DSCF by the Advisory Group on Drug and Alcohol Education (2008); it will be updated to fulfil the requirements of the Department for Education's *Relationships Education, Relationships Education and Health Education 2025* statutory requirements for drugs education.

The policy provides guidance on:

- How the Academy deals with drug related incidents
- Drug education in the curriculum

## **The context of the policy and its relationship with other policies**

The drug and substance misuse policy at Bradford Forster Academy reflects our mission, vision and values. Appropriate and responsible drug education, and a clear approach to the management of drugs, are crucial in preparing our students to be responsible citizens. In order to deliver high quality drug education, we need to be sensitive and pay due regard to the moral, legal, religious and cultural considerations which are involved. Within this we aim to promote our four Christian values of hope, endurance, forgiveness and trust.

This policy forms part of our Safeguarding Policy Portfolio and should be looked at specifically in the context of the following Academy policies:

- Personal, Social and Health Education
- Safeguarding
- Health and Safety
- Behaviour
- Educational Visits
- Medical treatment of students

## **Local and National Guidance**

This policy has used the guidance provided by the DFE, Teachernet, Healthy Academies Programme and update guidance from the Advisory Group on Drugs Education. It also used the Drugs Education Guidance (2004) and 'Keeping children safe in education' (DFE September 2018)

## **The purpose of the Academy drug and substance misuse policy and operational guidelines are to:**

- clarify the legal requirements and responsibilities of the Academy
- reinforce and safeguard the health, wellbeing and safety of students and others who use the Academy
- clarify the Academy's approach to drugs for all staff, students, governors, parents/carers, external agencies and the wider community
- give guidance on developing, implementing and monitoring the drug education programme
- enable staff to manage drugs and any other harmful substances on Academy premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- ensure that the response to incidents involving drugs and substance misuse complements the overall approach to drug education and the values and ethos of the Academy
- provide a basis for evaluating the effectiveness of the Academy drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the Academy in contributing to local and national strategies.

- set out the arrangements for collaboration and communication with local agencies offering targeted and specialist support for young people in need and their families

### **Where and to whom the policy applies**

This policy applies to all students, staff, parents/carers, governors, multi-professional team and third sector partners, as well as volunteers and visitors to the Academy.

The definition of *Academy*

- the buildings and grounds within the Academy perimeter at times when students are authorised to be on the premises.
- Any location visited by students as part of an organised Academy visit, in and outside Academy hours.

### **Definitions**

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.**

The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all drugs:

**"Drugs"** refers to all drugs **including medicines, volatile substances, alcohol, tobacco and illegal drugs**

The term '*drug*' includes:

- all illegal drugs (those controlled by the Misuse of Drugs Regulations 2012)
- all legal drugs, including alcohol, tobacco (or tobacco alternatives like Snus), volatile substances (those
- giving off a gas or vapour which can be inhaled), khat and alkyl nitrites (also known as poppers)
- all over the counter and prescription medicines.
- 'Legal Highs' are those sold as drugs but not yet classified as illegal.

The term '*supplying*' is considered to be the '*passing / selling of drugs or the possession of an amount of drugs above that required for personal use*'.

The term '*possession*' is considered to be the '*possession of a small amount of drugs for personal use*' or a substance, like a vape.

## **Bradford Forster Academy's stance towards drugs, health and the needs of our students**

Illegal and other unauthorised drugs are not acceptable within the boundaries of the Academy identified above.

The policy gives guidance to students, parents / carers and staff on:

- what substances are authorised on Academy premises and in what circumstances;
- how the health and safety of the Academy community is safeguarded;
- what action the Academy will take if a drug-related incident should occur;
- how staff should respond to drug-related issues in different contexts.
- supporting advice and guidance in this area is clearly outlined in the appendices.
- Ensuring that the first concern in managing drugs is the health and safety of the Academy community and meeting the pastoral needs of our students.

### **Staff with responsibility for drugs and misuse of substances policy**

The senior designated person for drugs and misuse of substances is the Vice Principal (Behaviour and Attitudes).

The designated person for dealing with drug incidents is the Vice Principal (Behaviour and Attitudes).

The designated person for drug education is the Assistant Principal (Personal Development).

There is a designated Governor for Safeguarding (to include drug and substance misuse policy).

### **Responsibilities of designated people**

The **designated people for drug education and incidents** will:

- ensure that the Academy community is informed about the drug policy;
- ensure that the policy is implemented effectively;
- manage any drug related incidents;
- ensure that staff are given sufficient training, so that they can teach effectively about drugs, and handle any difficult issues with sensitivity;
- liaise with external agencies regarding the drug education programme.
- monitor the policy and report to governors, when requested, on the effectiveness of the policy.

The **governing body** will:

- designate a governor with specific responsibility for drug education and incidents;
- support the Headteacher in any case conferences, or in appeals against exclusion.

## Appendix – operational information

### Drug education

Drug education is a major component in preventing drug, alcohol, tobacco and other substance misuse, and in promoting the health and wellbeing of all children and young people. Drug education aims to minimise the number of young people engaging in drug use; to delay the onset of first use; to reduce the harm caused by drugs; and to enable those who have concerns about drugs to seek help and know how to do so.

The aim of drug education is to provide planned and structured learning opportunities for pupils to develop their **knowledge, skills, attitudes and understanding** about all drugs, including alcohol and tobacco and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

- The policy gives guidance on the role of staff in drug education, its development, delivery and monitoring.
- It provides information for students and parents/carers about the drug education students will receive.
- It provides the basis for evaluating the effectiveness of our drug education.
- It indicates how the Academy contributes to local and national strategies.

Drug education at Bradford Forster Academy is taught explicitly through our PD and Science programmes, as well as throughout the curriculum where appropriate (Department for Education's *Relationships Education, Relationships Education and Health Education 2025*). Each subject area has a responsibility to contribute to the personal well-being of all our students in order that they can make informed decisions regarding drugs. See Science and PD Schemes of Learning for details of drug education learning objectives and processes.

In the formulation of our policy, we adhere to the Ten Principles of PSHCEE Education (May 2014)

The PSHE Association has developed the following evidence-based principles of good practice in PSHE education that apply across Key Stages 1 to 4:

- 1.** Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact, involve them in the planning of your PSHCEE education programme.
- 2.** Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- 3.** Take a positive approach, which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- 4.** Offer a wide variety of teaching and learning styles within PSHCEE education, with an emphasis on interactive learning and the teacher as facilitator.

5. Provide information which is realistic and relevant, and which reinforces positive social norms.

6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one Academy subject to another, and from Academy to their lives in the wider community.

7. Recognise that the PSHCEE education programme is just one part of what an Academy can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHCEE education programme to other whole Academy approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

### **Objectives of the drug education programme:**

A high-quality drug education programme should enable students to develop knowledge, attitudes and understanding about drugs, and to appreciate the benefits of a healthy lifestyle and informed choices, relating to their own and others' actions. It should:

- Increase students' **knowledge** and **understanding** and clarify misconceptions about:
  - the short and long term effects and risks of drugs
  - the rules and laws relating to drugs
  - the impact of drugs on individuals, families and communities
  - the prevalence and acceptability of drug use among peers
  - the complex moral, social, emotional and political issues surrounding drugs
- 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
- enable students to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences

The curriculum content covered will include:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

In addition, we will:

- actively encourage student voice in the development and review of the programme;
- build on students' prior knowledge and understanding;
- provide accurate information, and challenge misunderstandings;
- explore attitudes and values, and examine risks and consequences of actions relating to drugs;
- develop students' interpersonal skills, their understanding of rules and law, and their self-awareness and self-esteem;
- ensure that all students are taught about drugs in a consistent manner, following guidelines that have been agreed through consultation.
- involve the Academy's multi-professional team and external agencies and people in the development, delivery and review of the programme.

Drug education is a whole Academy issue. The opportunities to teach about the importance of a healthy lifestyle occur naturally throughout the curriculum, but especially in PD, Science, RE, English and PE. In addition, we will use external partners

to co-deliver aspects of the curriculum where appropriate. Details of this can be found in the PD Scheme for Learning.

### **Staff support and training**

All staff are responsible for safeguarding the wellbeing of students in the Academy. They are provided with clear guidance regarding what to look for and who to go to with concerns. Training is provided for staff in their induction and throughout the year. Briefings are provided for associate staff, who are encouraged to share any concerns they may have regarding our students.

Staff who explicitly teach about drug and substance misuse in their subjects (mainly PD and Science) have access to both internal and external courses and support.

Bradford Forster Academy has strong links with other agencies, including our own multi-professional team as well as external agencies such as health, social care and the police.

Where appropriate, we encourage strong partnerships and share our knowledge, experience and practice in order to add to the quality of our drug education programme.

### **Assessment, Monitoring, Evaluation and Review**

This policy will be reviewed annually as part of the policy review cycle.

This includes:

- analysis of any drug related incidents
- lesson observations, scrutiny of student work and planning to ensure quality of drug education meets the standards set by the Academy.

### **Management of drugs at Academy and dealing with drug related incidents**

- Any member of Bradford Forster Academy staff may be required to respond to a drug related incident. It is important that all staff familiarise themselves with the following guidance to feel confident that they deal with any incident consistently and in line with Academy policy. We will ensure that the policy is made available to all staff and to all those who wish to see it. It will be on the Academy website.
- It is equally important that adults keep any incident that may arise in perspective: **most young people do not abuse drugs**. Should an incident occur, our immediate concern is for the welfare of the student involved and the Academy community. The fact that a drug or substance is involved should not cloud the decision to pursue our pastoral and / or disciplinary procedures.

- Staff should be alert to identifiable changes in a student's demeanour, appearance, and / or behaviour (for example, having large sums of money on them, falling asleep or being overactive in class) but must bear in mind that substance misuse is only one of several possible explanations. Similarly, there may be other explanations for the possession of 'drug-related paraphernalia' such as aluminium foil, charred drinks, cans etc. However, concerns should be passed on to the designated person for drug incidents to decide how to proceed.
- Drug incidents will be recorded and monitored by the designated person for drug incidents – these will be logged as a Serious Incident by the Designated Safeguarding Lead.

**It should be made very clear that a student who is in possession of classified drugs in the Academy should expect to be permanently excluded (see appendix vii)**

## **Medicines**

**Staff should follow the guidance laid down in the Medical Needs Policy**

- No member of staff may give any kind of medicine to a student. This includes painkillers.
- Students should not need to bring to the Academy medicines like painkillers and cough mixtures. However, if a student is likely to need a non-prescribed medicine, it is the parent / carer's responsibility to ensure that the student has only the minimum required in his or her possession, solely for his or her own use, and that this is brought to First Aid.
- In exceptional circumstances, a member of staff may seek a parent / carer's permission by telephone to give a required medicine such as paracetamol.

## **Prescribed medicines**

- If a student is required to take prescribed medication, parents / carers should advise the Academy, either by informing the learning guide in writing or by contacting the Academy office.
- If a student is likely to suffer any effects such as drowsiness, the Academy must be informed.
- It is the parent / carer's responsibility to ensure that student only has the minimum medication required in his or her possession, solely for his or her own use.
- Medicines should be handed to the Academy office for safe storage.

## **Alcohol**

- No student may have alcohol in any form on the Academy premises. This includes bottles and canned drinks such as shandy and alcopops.
- No student should consume alcohol in any form during the Academy day, on or off the Academy's premises.
- Members of staff should not consume alcohol or be affected by alcohol when working with students. Staff are advised that failure to observe this may result in disciplinary action.

- The same applies if staff attend an Academy event where they are working with students.
- Consumption of alcohol by adults at organised social events, including those organised in the Academy should be at the discretion of the Headteacher and / or governing body, in line with licensing laws.

### **Illegal Drugs (& 'Legal Highs')**

- No student may have illegal drugs in any form on the Academy premises.
- No student should consume illegal drugs in any form during the Academy day, on or off the Academy's premises.
- Members of staff should not consume illegal drugs or be under their influence when working with students. Staff are advised that failure to observe this may result in disciplinary action.
- The same applies if staff attend an Academy event where they are working with students.
- Where students are found in possession of illegal drugs, the senior designated person for drugs and misuse of substances will consult with the Police before taking further action.
- Where staff or students are found in possession with intent to supply illegal drugs, the senior designated person for drugs and misuse of substances will inform the Police.

### **Smoking, tobacco and vaping**

- In accordance with the July 2007 legislation, Bradford Forster Academy is a non-smoking site
- No student should bring to Academy any tobacco product or associated items such as lighters, matches, e-cigarettes and Snus. Unauthorised items will be confiscated. Please refer to the Behaviour policy.
- Students are not allowed to smoke or vape on or around Academy premises, on Academy visits or Academy related social events.

### **Volatile substances (see appendix I)**

The storage of authorised volatile substances is covered in the Health and Safety policy.

- Staff are responsible for ensuring the safe use of volatile substances in the Academy.
- Students are able to bring the following to Academy for their specific purpose:
  - Anti-perspirant and deodorant spray;
  - Perfume / body spray;
  - Hairspray and other aerosol hair products;
  - Non-toxic glues such as Pritt or UHU;
  - Non solvent based correction fluid.
- Unauthorised products will be confiscated. Please refer to the Behaviour policy.
- Staff should be made aware of the physical effects of volatile substances, particularly the possible effect on heart rhythm. It is essential that a calm atmosphere is maintained if the student is found to be intoxicated to avoid shock or heart failure.

### **Academy property and searches**

## Searching with consent

The guidance provided by the DFE in July 2022, 'Searching, screening and confiscation' outlines Academies' common law powers to search.

- Academy staff can search pupils with their consent for any item.
- Academies are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Academies should make clear in their Academy behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the Academy's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, Academies can apply an appropriate disciplinary penalty.

## Searching without consent

The Headteacher and authorised staff (Senior Leadership Team and Pastoral Support Team), can conduct a search of a pupil without their consent for the following items (see Restrictive interventions, including the use of reasonable force, in schools (April 2026) and 'Searching, screening and confiscation' (DFE July 2022):

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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, or damage to property of any person (including the pupil).
- an article specified in regulations: tobacco and cigarette papers; fireworks; and pornographic images.
- Any item banned by the Academy rules, which has been identified in the rules as an item, which may be searched for.
- Any search should be done as sensitively as possible, in the presence of an adult witness and away from public view.
- Ordinarily, the member of staff should be the same sex as the pupil being searched; and there must be a witness (also a staff member), and, if at all possible, they should be the same sex as the student being searched.
- There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the **member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.**

## During the search

Extent of the search – clothes, possessions, desks and lockers

### **What the law says:**

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes coats, blazers, hats, shoes, boots, gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### **Also note:**

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

### **Lockers and desks**

- Under common law powers, Academies are able to search lockers and desks for any item provided the pupil agrees. Academies can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

### **Use of force**

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the Academy rules.
- Separate advice is available on teachers' power to use force – Restrictive interventions, including the use of reasonable force, in schools (April 2026)

### **After the search**

### **The power to seize and confiscate items – general**

### **What the law allows:**

Academies' 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 pupil's property as a disciplinary penalty, where reasonable to do so.

**Also note:**

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

**Items found as a result of a 'without consent' search**

**What the law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that Academies can dispose of **alcohol** as they think appropriate, but this should not include returning it to the pupil.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find **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, for example, so called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds **e-cigarettes, vapes, tobacco or cigarette papers** they may retain or dispose of them. As with alcohol, this means that Academies can dispose of e-cigarettes, vapes, tobacco or cigarette papers as they think appropriate, but this should not include returning them to the pupil.

**Statutory guidance on the disposal of controlled drugs and stolen items**

It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:

- **In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant**

**circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.**

- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.

### **Telling parents and dealing with complaints**

- Academies are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Academies should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal Academy complaints procedure.
- It is important that all staff understand the implication of searches in the context of drug-related incidents. Anyone who carries out or witnesses such a search may be required to give evidence should police action follow. **It is important that as few people are directly involved in the process as possible.**
- Any suspected substance should be handled as little as possible.
- The member of staff should involve the designated person for drug incidents as quickly as possible.

### **Role of the Police and Safer Schools Officer**

- It will be up to the designated person for drug incidents, together with the Academy's senior leadership team, to decide whether police involvement is necessary. The police will be consulted for advice on issues without giving specific details. Our Safer Schools Officer will provide advice where appropriate.
- There is no requirement to report any incident, but it should be remembered that non-reporting at some stage may be counterproductive or hinder subsequent investigations.
- When details are given, this will mean that a crime is being reported.
- In the case of drug supplying within agreed Academy boundaries, **the police will be automatically involved.**

### **Involvement of parents and carers**

- Parents and carers have a key role to play in helping their children to develop responsible attitudes to drugs. Their views on the drug education programme and the management of drug-related incidents will form part of the process of policy review.
- Parents and carers are encouraged to approach the Academy at any time if they have any concerns about drug issues in relation to their child.
- If a student is found to be misusing drugs in any way in the Academy, the parent(s) or carer(s) will be informed as soon as possible unless there are indications that this would not be in the interests of the student. **It is the Academy's decision to contact parents when staff are given unsubstantiated information about drug use. The matter will be dealt with sensitively by the**

**designated person for drug incidents, together with the Academy's Senior Leadership Team, who will offer advice about support if appropriate.**

- The Academy will actively determine ways of informing parents and carers about the Academy's approach to drugs.
- We have a responsibility to addressing the wider needs of students who are involved in drugs; we will seek, through our multi-professional team, appropriate support for such students, including access to external support if needed.

### **Children of user parents**

- It is recognised that children with user parents may be vulnerable in different ways and the Academy will provide for this within its Support system and within the drug education programme. Where appropriate, our multi-professional team will be deployed to support the family and enable them to access external support.

### **Confidentiality**

- As with all child protection issues, confidentiality cannot be promised (**see appendix III**).
- Members of staff should make clear what the boundaries of confidentiality are so that the student understands how and why sensitive information may be passed on.
- The student's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant people and agencies.

### **Local Media**

Contact with the local media in the context of drug-related issues will only be through the Headteacher.

### **Support**

If a student is suspended for issues relating to drugs or alcohol they will be referred to One80 from The Bridge Project. The Bridge Project are commissioned by Bradford Council to provide a comprehensive drug and alcohol service for young people living across the district of Bradford. The service is completely confidential and personalised. They offer:

- Confidential support led by the young person.
- Comprehensive assessment including personal strengths, substance misuse issues, mental and physical health, wellbeing, safeguarding, family, and social needs.
- Access to wide range of online advice, information, and self-help resources.
- Advice, prevention, and early intervention for lower risk misuse.
- Structured treatment for complex needs and established patterns of use.

- Consultation and support for family members, friends, schools, social workers, and other professionals where consent has been given.
- Supported referrals to a wide range of community services for mental health, social isolation, education, peer mentoring, healthy activities, family, and relationship support.
- Management of treatment transition pathways for young adults.

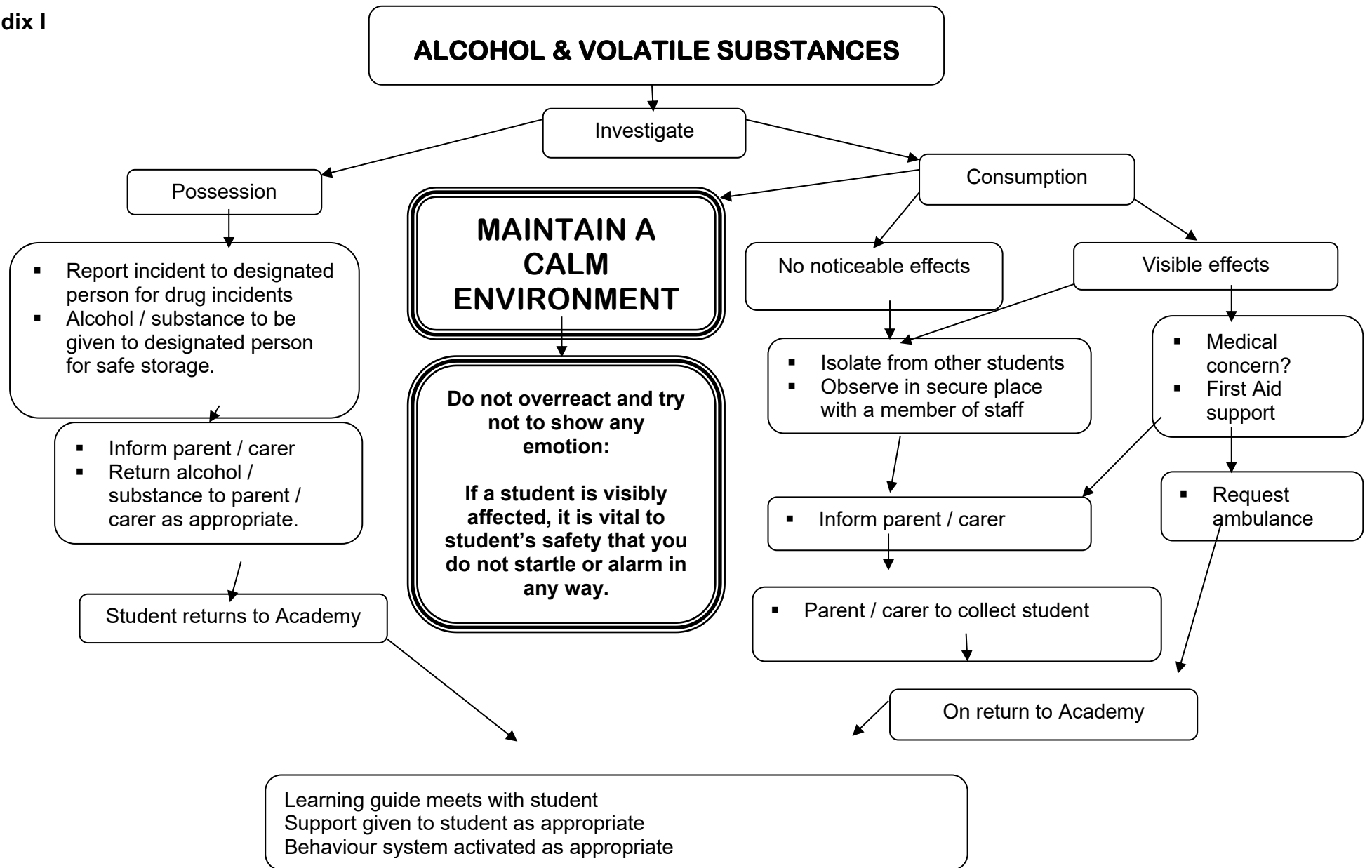
The following local agencies provide support for individuals with problematic or potentially problematic drug use. This information is available for all members of the Academy community – both students and staff with problematic drug use are entitled to support.

	<b>Name and Agency</b>	<b>Contact details</b>
Health issues	Academy Nurse Primary Care Trust	01274 228993
Alcohol	Young Peoples Drug and Alcohol Service	08000730721

<b>Key national organisations:</b>			
Drugscope	<a href="http://www.drugscope.org.uk">www.drugscope.org.uk</a>		Information updates
Frank	<a href="http://www.talktofrank.com">www.talktofrank.com</a>	0800 77 66 00	Information, support
Adfam	<a href="http://www.adfam.org.uk">www.adfam.org.uk</a>	020 7928 8898	Information, support
NHS	<a href="http://www.nhsdirect.nhs.uk">www.nhsdirect.nhs.uk</a> <a href="http://www.drugs.gov.uk">www.drugs.gov.uk</a>	0845 46 47	Information, support  Information

<b>Designated SLT for drug education</b>	Assistant Principal (Personal Development)
<b>Designated Safeguarding within the SLT</b>	Designated Safeguarding Lead
<b>Designated person who deals with drug related incidents</b>	Vice Principal
<b>Designated governor</b>	Simon Dennis
<b>References and acknowledgements</b>	This policy has been updated following guidance from the DFE and PSHE Advisory Group (2014)
<b>Date of policy</b>	May 2026
<b>Review date</b>	May 2027

Appendix I



## Appendix II

### Record of Incident involving unauthorised drug

- 1) For help and advice telephone the LA
- 2) Complete this form WITHOUT identifying the student involved
- 3) Copy the form and send to LA within 24 hours of the incident to the LA
- 4) KEEP the original, adding the student's name and home team – record in the serious incident book and store securely

<b>Tick to indicate the category:</b>	
Drug or paraphernalia found ON Academy premises	Student disclosure of drug use
Emergency/Intoxication	Disclosure of parent/carerer drug misuse
Student in possession of unauthorised drug	Parent/carerer expresses concern
Students supplying unauthorised drug on Academy premises	Incident occurring OFF Academy premises

<b>Name of student</b>	<b>Name of Academy</b>
<b>Home team of student</b>	<b>Time of incident</b> <span style="float: right;">am/pm</span>
<b>Age:</b> <b>Male/Female:</b>	<b>Date of incident</b>
<b>Ethnicity of student</b>	
<b>Tick box if second or subsequent incident involving same student</b> <input type="checkbox"/>	
<b>First Aid given? Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>Ambulance/Doctor called? (delete as necessary)</b> Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Called by:</b> <b>Time:</b>
<b>First Aid given by:</b>	<b>Drug Found/Removed?</b>  <b>Where Found/Seized?</b>  <b>Name and Signature of Witness</b>
<b>Drug involved (if known)( e.g. alcohol, paracetamol, ecstasy)</b>	<b>Disposal arranged with (police, parents, other)</b>  <b>At time</b>  <b>If police, incident reference number:</b>
<b>Name of parents/carers informed:</b>	
<b>Informed by:</b>	<b>Time:</b>

**Brief Description of incident (including any physical symptoms):**

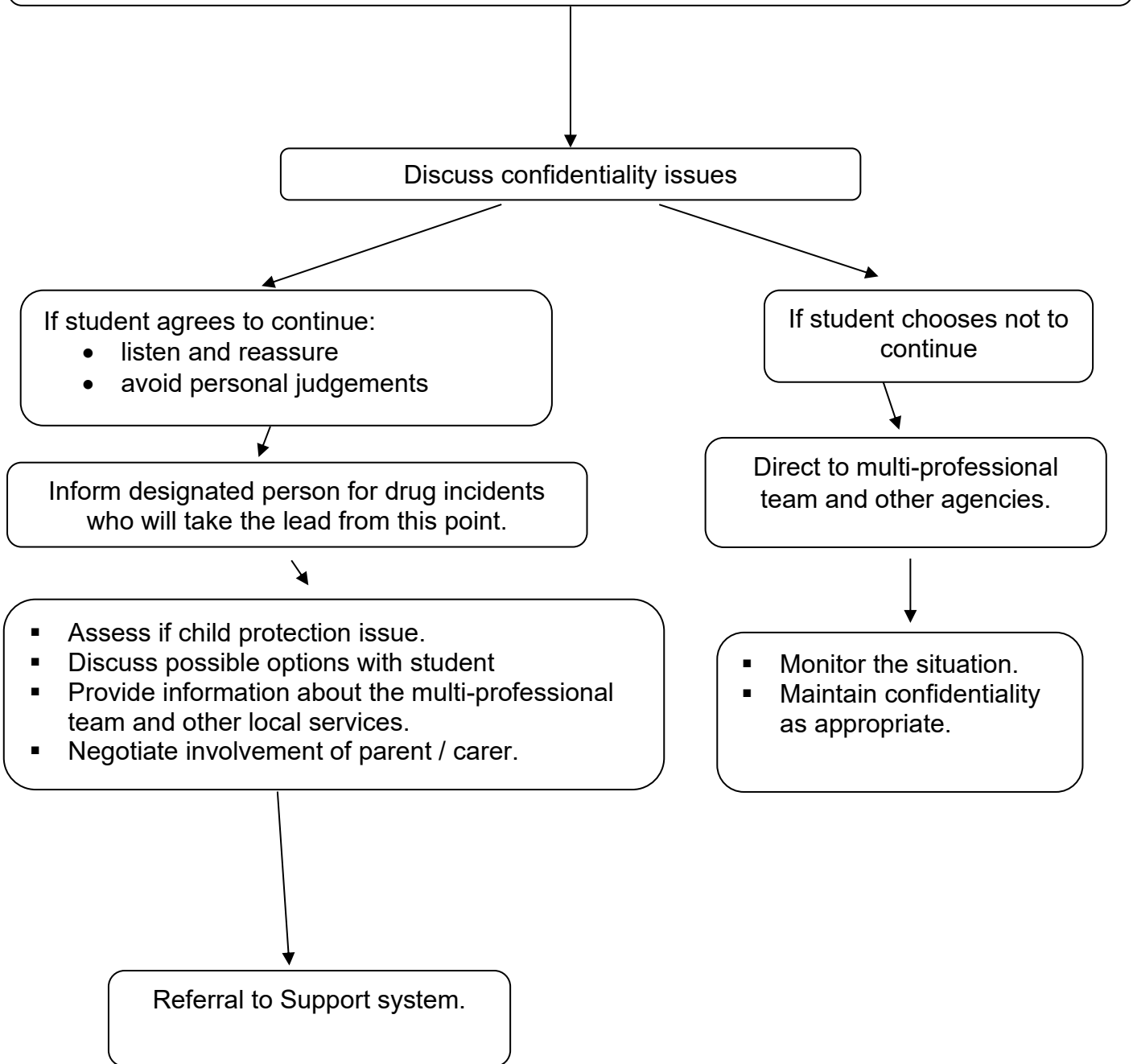
**Has Screening been Conducted? What was the conclusion reached?**

**Has a pre-CAF and/or a CAF been completed? What was the conclusion reached?**

**Other action taken: (e.g. liaison with multi-agency team, Educational Psychology report, case conference, police involved, Academy sanction etc.)**

**Continue overleaf if necessary**

# DISCLOSURE OF DRUG USE



## Appendix IV

### The safe handling, collection and disposal of drugs, drug paraphernalia, hypodermic needles and syringes

#### Drugs

- If a student finds any illegal substance, or if a member of staff confiscates or finds any illegal substance, the designated person for drug incidents should be informed immediately. This person will advise and lead on the safe disposal or storage of such materials.
- Students must be informed what procedure to follow through the drug education programme. A student must not touch the substance but inform a member of staff immediately.
- Dealing with substances must always be done with a witness and recorded immediately.
- Do NOT place substances down the toilet or the sink (revised Environment Act). It is advisable to lock the substance away and contact a police officer who can collect it and dispose of it appropriately.
- No further explanation will be requested by the Police in 'minor' incidents. If an explanation is requested, staff should liaise with the designated person for drug incidents.
- Alternatively, prescription medication can be returned to a pharmacist for disposal.

#### Drug paraphernalia

Any drug paraphernalia e.g. bongs, pipes, used tin foil and spoons etc. should be destroyed and/or thrown away. The designated person for drug incidents should be informed of this and this should be recorded.

#### Hypodermic needles and syringes

If the locality indicates there is a need, it is advisable that the Academy purchase a sharps disposal bin for needles or syringes found on the premises.

If needles or syringes are found on public land e.g. roads, footpaths, gully's or drains, you should not handle these yourself unless it is unavoidable:

Contact the 24-hour needle collection line ..... to be supplied. They will deal with the matter.

## Handling needles and syringes

The following procedure must be followed when you are required to pick up or remove hypodermic needles or syringes (sharps). Careful handling will eliminate the risks of injury, which could lead to infection.

- Always wear disposable gloves or if available protective gloves.
- Keep the handling of the works to a minimum wherever possible. Use a brush and shovel or tweezers.
- When handling the works, always bring the sharps box/tin can to the works – do not carry the works any distance if it can be avoided.
- Always hold the works by the barrel of the syringe, never by the needle or the plunger.
- Place the works into the disposal container needle first.
- Sharps containers should always be locked away until they are collected by the Trade Waste workers.

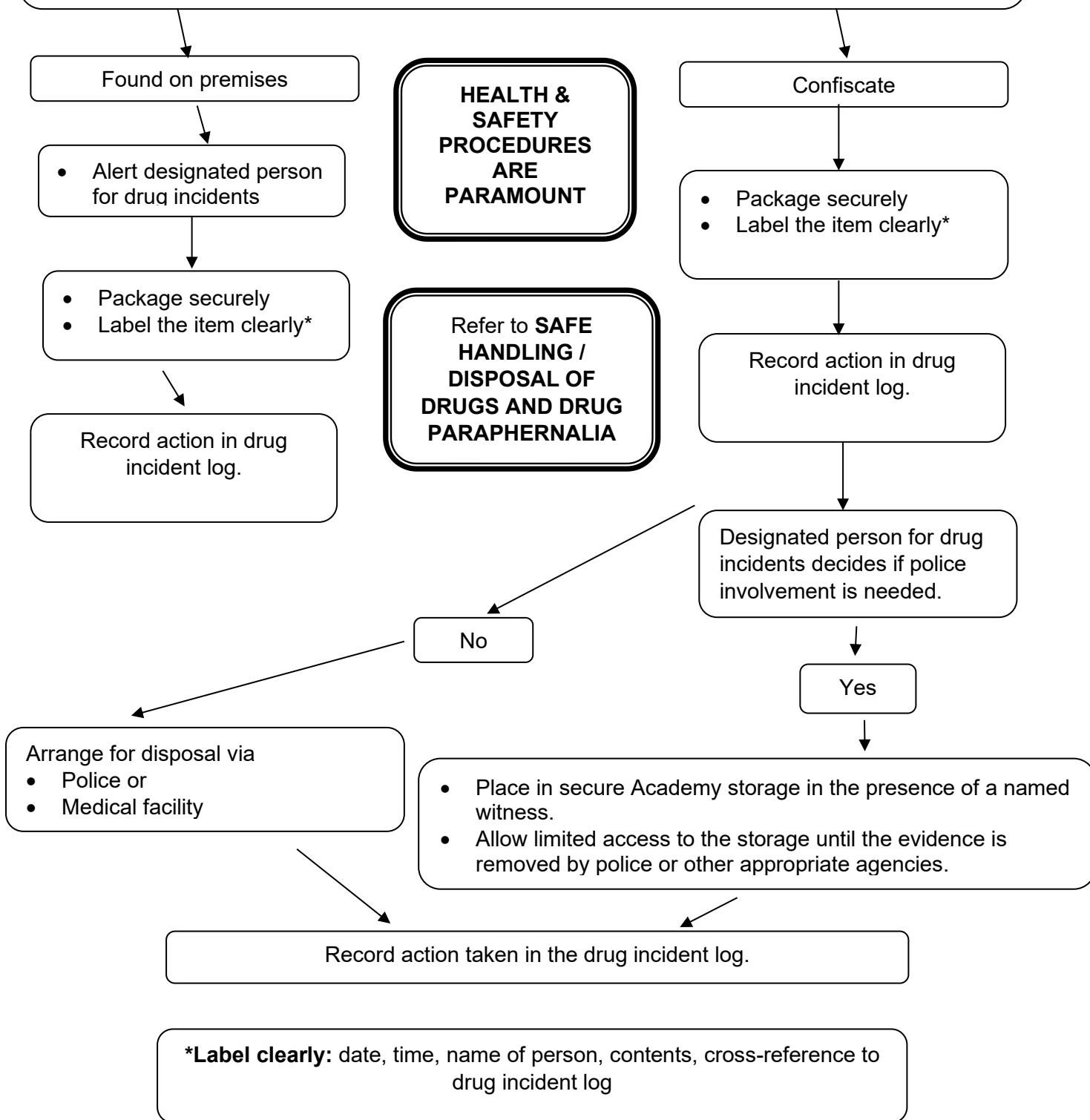
If you are accidentally injured by a hypodermic needle, it is important to follow the procedure below:

<b>BLEED</b>	Allow the wound to bleed (but do not force bleeding or suck the wound)
<b>WASH</b>	Wash the site of the injury with soap and water. Cover with a waterproof dressing.
<b>REPORT</b>	The incident should be reported to your First Aid representative and recorded.
<b>MEDICAL ADVICE</b>	Contact GP immediately or attend the Accident & Emergency Department as soon as possible.

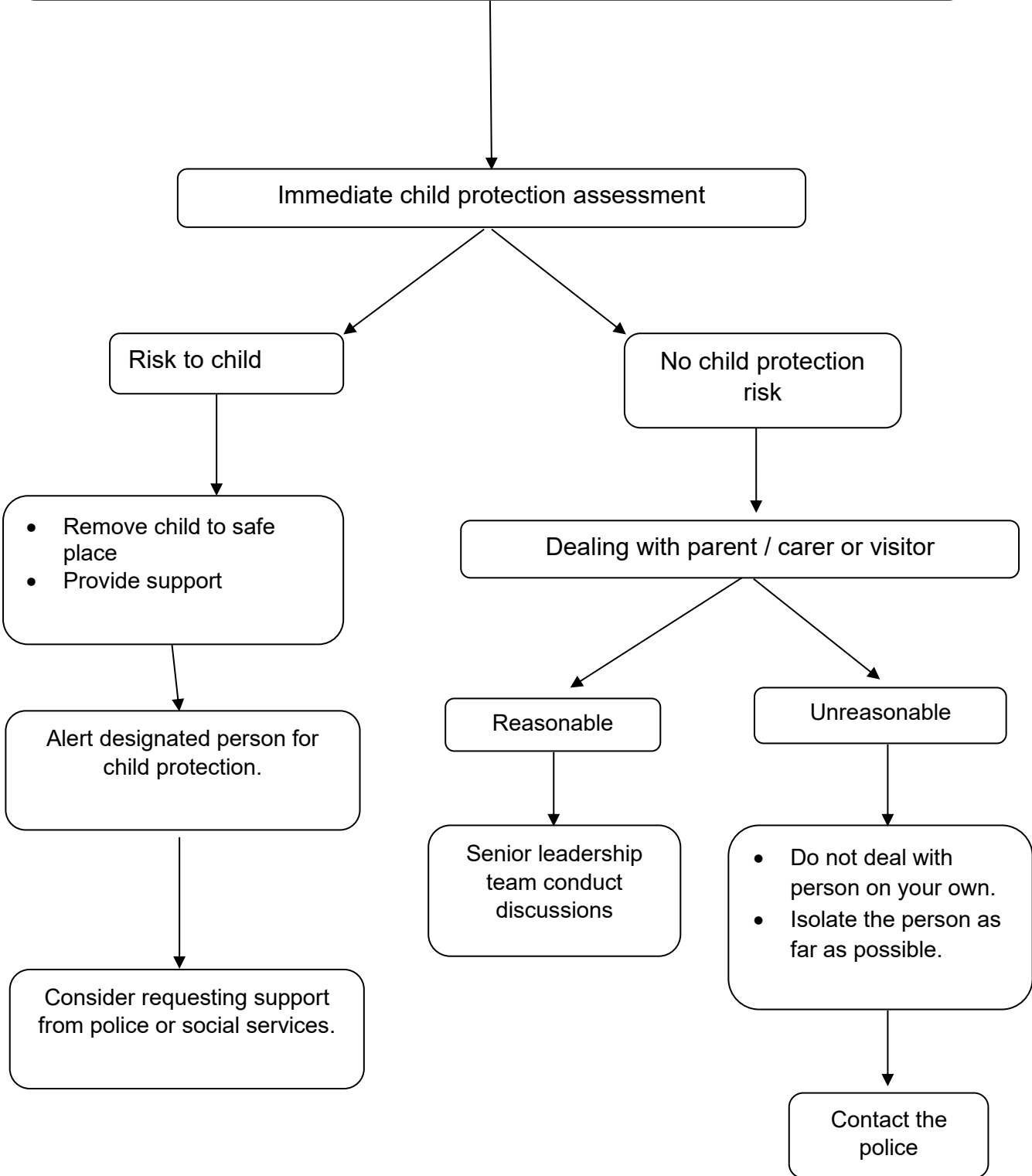
Appendix V

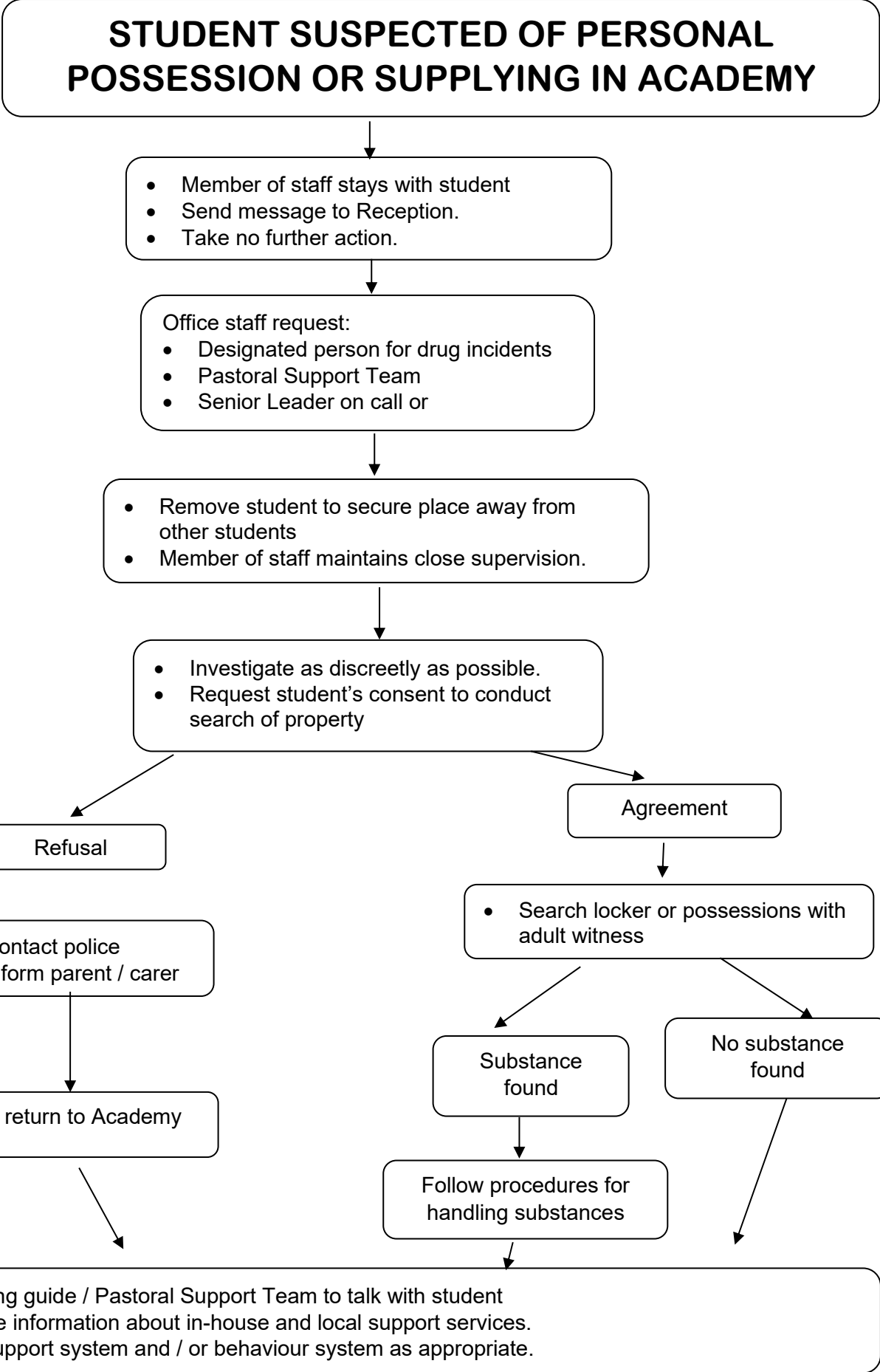
# HANDLING DRUGS & PARAPHERNALIA

NB In case of possible future police action, drugs and paraphernalia should be handled by as FEW people as possible. **The designated person for drug incidents should do this.** However, where another staff member has handled the drug/substance initially, they should continue, under the supervision of the designated person for drug incidents.

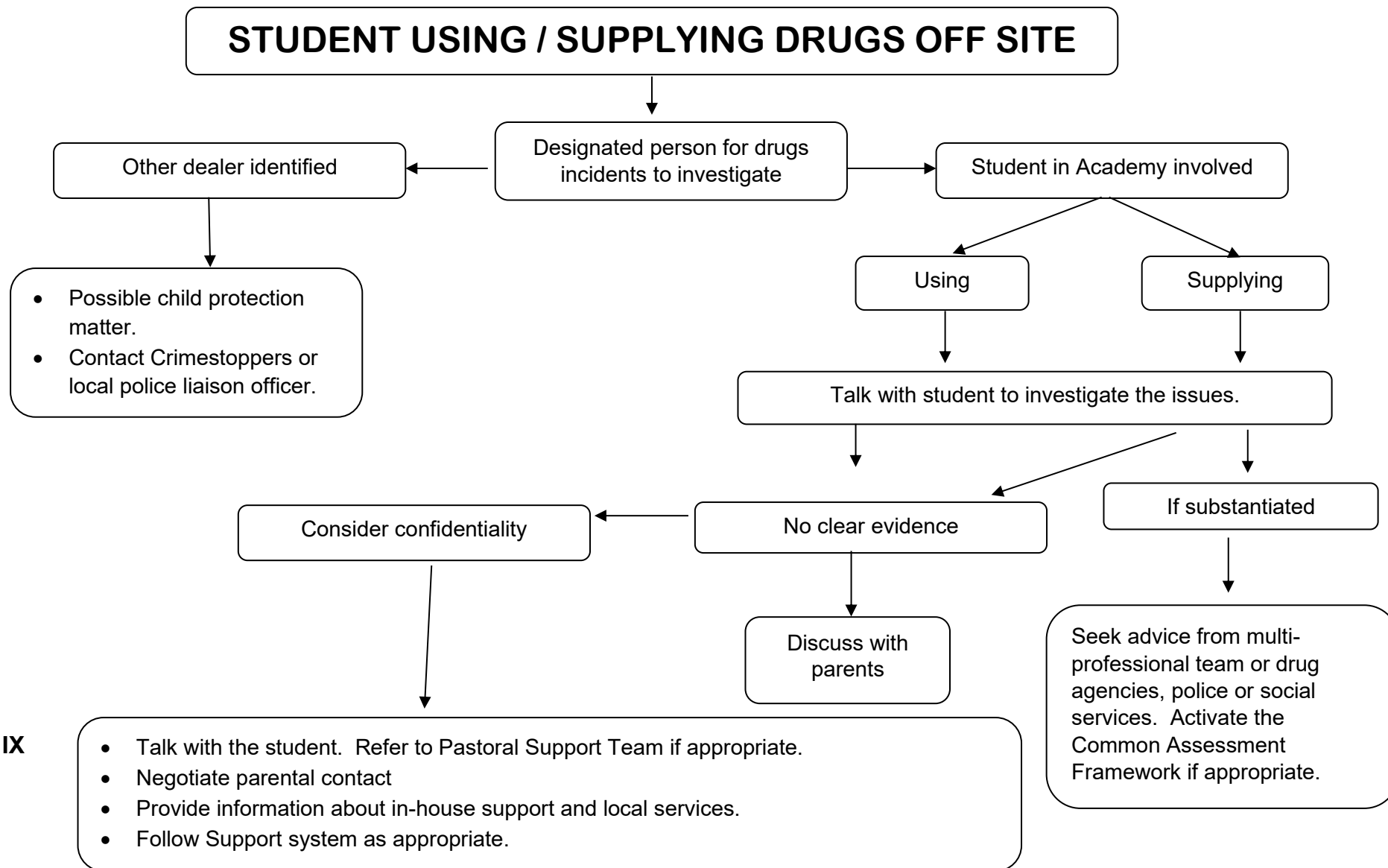


# PARENTS/CARERS/VISITORS ON ACADEMY PREMISES AFFECTED BY USE OF DRUGS



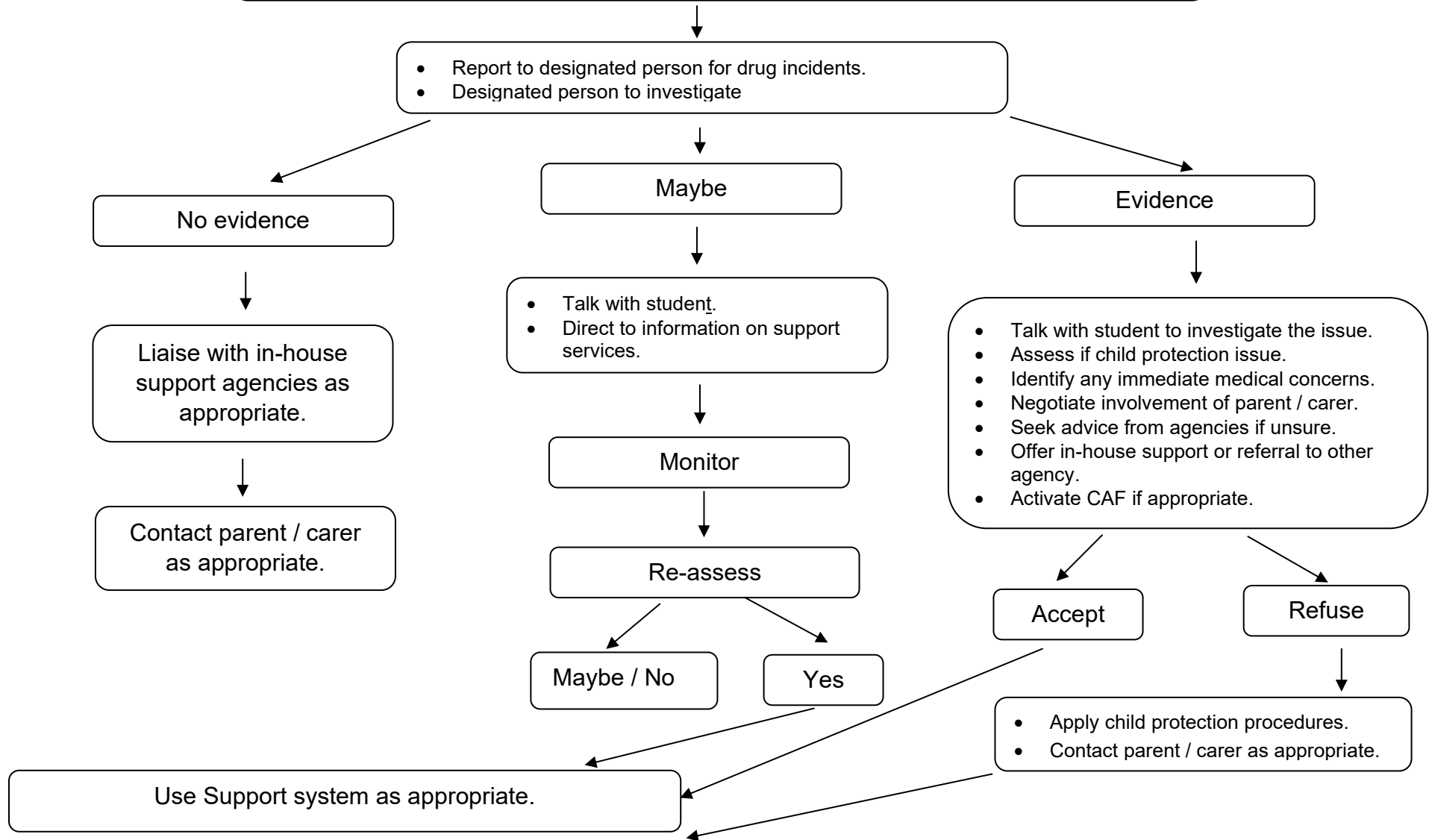


Appendix VIII



Appendix IX

# RUMOUR/REPORT OF DRUG USE IN ACADEMY



Appendix X

