



**COGNITA**

# **Drug and Alcohol Policy**

## **SPAIN**

### **September 2025**

### 1 Introduction

- 1.1 The aim of this Drug and Alcohol Policy is to acknowledge and clarify the school's role in drug prevention and education, and ensure it is appropriate to meet pupils' needs. This policy provides information about drug education, as well as procedures to respond to any drug-related incident.
- 1.2 This policy aims to ensure that the approach taken on the issue of drugs is a whole-school one and is part of our commitment to, and concern for, the overall health and well-being of the whole school community. Teachers will need to be confident and skilled to teach drug education and pupils need to receive up to date, relevant and accurate information, as well as support.
- 1.3 This policy should be read in conjunction with the policies and documents listed on the back page of this document.

### 2 Statutory Duties

- 2.1 Schools have a statutory duty to promote pupils' wellbeing and hence have a clear role in preventing drug misuse as part of their pastoral care. Although there is no statutory requirement to have a Drug Policy, it is a requirement for all Cognita schools to have a clear procedure for managing any incidents related to drug and/or alcohol misuse. It is essential to protect staff, parents, carers and children and young people.
- 2.2 Spanish legislation (*Ley 28/2005 de 26 de diciembre, as modified by Ley 42/2010 de 30 de diciembre*) prohibits smoking in and around educational establishments. In Spain, it is also illegal to supply or sell alcoholic drinks in schools. This includes offsite trips and visits. Furthermore, practitioners must not be under the influence of alcohol or any other substances which may affect their ability to care for children as per their Code of Conduct.

### 3 Application

- 3.1 This policy applies to all pupils on roll at the school, including those in the Early Years. It applies when being educated in school, when on educational visits, and when off-site at school related events. This policy applies when pupils are travelling to and from school on public transport. Any responsibilities of 'adults' refers to employees and others acting in a supervisory role with pupils.
- 3.2 This policy also applies to all adults, staff, visitors, volunteers and third-party contractors.

### 4 Terminology

- 4.1 'Drugs' here are taken to mean those that are legal, such as alcohol, tobacco, Vapes/E-cigarettes and solvents, over the counter and prescribed drugs, and illegal drugs such as cannabis (all associated forms, including, but not limited to edibles, THC pens, etc), oral tobacco products e.g. snus, ecstasy, amphetamines, heroin, crack/cocaine, LSD, etc. 'Drugs' also include New Psychoactive Substances (NPS) often referred to as 'Legal Highs'.

### 5 The School's Stance on Drugs, Health and the Needs of Pupils

- 5.1 Possession: It is inappropriate and unacceptable for pupils to bring the above drugs into school, have them on their person, consume them before, during and after school and on the way to or from school, including on school visits. Cognita has a strict no smoking policy (including no vaping/e-cigarettes or oral tobacco products) on school sites. The drugs/substances covered by this policy are not to be purchased, sold or otherwise exchanged during the school day between pupils or while pupils are on school visits, or taking part in any school activity.

- 5.2 Use: The school believes that the use of drugs in school, during the school day, while travelling to/from school or on school trips is inappropriate. Individual exceptions may only be made for pupils who require prescription medicines, where appropriate and with the agreement of the Headteacher/Principal in partnership with the child's parents. These arrangements will be recorded on the child's medical Health Care Plan and regularly reviewed.

## 6 Policy Framework

### 6.1 Drugs Education

- The school provides drugs education through PSHE lessons. This is covered throughout KS1 to KS5, with younger pupils discussing medicine and drugs and older pupils specifically discussing substance abuse and consequences.

#### Content and delivery

##### **Year 9**

- o The positive and negative roles played by drugs in society (including alcohol)
- o Factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse
- o To recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence
- o The personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke
- o The safe use of prescribed and over the counter medicines
- o The risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'
- o About how to access local health services
- o About cancer and cancer prevention, including healthy lifestyles, acknowledging that childhood cancers are rarely caused by lifestyle choices

##### **Year 10 & 11**

- o The short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke
- o Understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns
- o The wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle

##### **Year 12 & 13**

- o How to manage alcohol and drug use in relation to immediate and long term health;
- o Understand alcohol and drug use can affect decision making and personal safety;
- o Evaluate the impact of drugs and alcohol and their use on road safety, work-place safety, legal safety, reputation and career
- o Manage personal safety off-line, including when socialising (including meeting someone in person for the first time whom they met online, drink spiking, looking out for friends) and travelling (especially cycle safety, young driver safety, and passenger safety, including the risks of being a passenger with an intoxicated driver, and using only licenced taxis).

The school uses a variety of external support to deliver our drugs education programme, this includes law enforcement agencies. Teachers are always present when visitors are working with our pupils.

### 6.2 Staff Support and Training

The school is committed to providing drug awareness information and training in line with the annual Training Matrix. All new staff are required to read this policy within their induction.

### 6.3 Management of an Incident

- Where there is evidence or suspicion that a pupil has drugs in their possession, has used drugs or has passed/sold on drugs to another person, the school will initially seek medical attention for the child or children in needed as per 7.2.
- The school will follow its Behaviour and Exclusion Policies and may also use its power to search, screen or confiscate items from a pupil (see Use of Reasonable Force, Search, Screen and Confiscate Policy). Sanctions will be applied as outlined in the Behaviour and Exclusion Policies.
- Where it is believed that a parent or carer is under the influence of drugs (including alcohol) on the school premises, they will be asked to leave. If they are due to collect a pupil, and/or are attempting to drive a pupil home, and present as being under the influence of drugs (including alcohol), the child will be withheld in school to ensure their safety. Children will not be allowed to walk home to be cared for their parent, if there have been concerns that the parent/carers is under the influence of drugs. The parent or carer will be asked to make alternative arrangements for collection and ongoing supervision of their child (ren) in the home.
- If a parent or carer refuses to leave, and/or displays verbal or physical behaviour that is aggressive or intimidating, the Headteacher/Principal or their representative will call the Police.
- Where there are serious or ongoing concerns about the adult's presentation and drug use, the school may consider banning a parent from entering the school site.

### 6.4 Police and Emergency Involvement

The school will immediately refer illegal incidents to the police.

### 6.5 The Needs of Pupils

The school will exercise its pastoral responsibilities and always look to support pupils and ensure that pupils have access to appropriate help and guidance.

### 6.6 Information Sharing

If the school has concerns about a child's safety, the school will share information with law enforcement agencies and safeguarding agencies as outlined in the Safeguarding Policy. This includes working in partnership with external agencies.

### 6.7 Involvement of Parent/Carer(s)

The school will inform parents and carers of any drug related incidents involving their own child, unless in very rare circumstances this would heighten the risk to the child.

### 6.8 Staff Conduct and Drug Use

All staff are required to adhere to this policy and the Staff Code of Conduct. Staff are subject to the Cognita disciplinary and other HR procedures should they breach policy. Where it is believed that a staff member is under the influence of drugs (including alcohol) on the school premises, they will be asked to leave the site immediately. If a staff member refuses to leave and/or displays verbal or physical behaviour that is aggressive or intimidating, the Headteacher/Principal or their representative will call the Police.

### 6.9 The Role of the Headteacher/Principal

- The Headteacher/Principal takes overall responsibility for the implementation of this policy.

- The Headteacher/Principal will ensure that all staff dealing with substance issues are adequately trained and supported.
- Cognita cannot knowingly allow premises to be used for the production or supply of any controlled drug. Where it is suspected that substances are being produced, sold or stored on the premises (by pupils or staff), details of those involved, together with as much information as possible, will be automatically passed to the police.

### **7 Implementation of this Policy**

7.1 The Headteacher/Principal should ensure that all staff, parents/carers and pupils are reminded of these procedures on an annual basis.

7.2 Situations requiring first aid will be dealt with immediately as per the school's agreed policies and procedures.

7.3 In cases of substance misuse or supply on the premises during the school day or during educational visits, medical attention will first be sought where needed as per clause 7.2. At an appropriate time, the case will be discussed with the young person and a written record taken following safeguarding/medical procedures. Parents/carers will be informed by the Headteacher/Principal as soon as possible following an incident. The support of outside agencies will be sought if appropriate, including making referrals to social services if risk of harm or actual harm is identified for the child misusing/dealing drugs.

7.4 The school may decide to involve the police (unless it is required to do so) at the discretion of the Headteacher/Principal and in consultation with the Regional Safeguarding Lead and Managing Director. The school will consider each incident individually and will employ a range of responses to deal with individual incidents. The Headteacher/Principal will inform the Regional Safeguarding Lead and the Managing Director in relation to all drug-related incidents. A Serious Incident Referral Form is to be completed for all incidents related to illegal drugs. Other incidents, taken on a case-by-case basis, may also require a SIRF, as directed by the RSL/Head of Health and Safety.

### **8 Specific Procedures**

#### **8.1 Dealing with Information and Confidentiality**

- Schools are an important source of support for pupils experiencing problems with drugs and must ensure that all staff (teaching and non-teaching) understand the importance of maintaining an appropriate level of confidentiality. The school Safeguarding and Child Protection Policy and Procedures must be followed. Staff cannot and must not promise confidentiality to the pupil.
- There are important reasons why personal and sensitive information needs to be shared in relation to child protection (e.g., when working with the police, referral to external agencies). Data protection legislation, namely, the General Data Protection Regulation 2016 (as amended, extended or re-enacted from time to time) allows personal information to be shared if there is an over-riding public interest in the first instance, or to prevent crime and disorder in the second. However, in assessing the suitability of sharing information, all efforts should be made to encourage the young person to give their informed consent. If a decision is taken to share confidential information, a written record of any concerns, including the reasons for breaching a pupil's confidentiality, must be made.
- The following questions should also be considered:
  - How serious is the situation?
  - What immediate and significant risk does the young person face?
  - What implications (both positive and negative) could keeping/breaking a confidence have?
  - Could there be a transfer of risk to other children?

- Could significant harm result from keeping the young person's disclosure confidential?
- If a confidence needs to be broken, the school should explain to the young person (and parents/carers as appropriate): why the confidence was broken, who will be/has been informed, what will be/was disclosed, how the information will be used and that their privacy will be respected.

### 8.2 Parental Substance Misuse

- Parental substance misuse has the potential to impact negatively on outcomes for children and young people.
- Substance use in itself is not a reason for considering a child to be suffering or at risk of suffering significant harm, although it may be a contributing factor.
- The Child Protection and Wellbeing Coordinator or Head will liaise with the police and/or external agencies where required (see Safeguarding and Child Protection Policy).

### 8.3 Legal Drugs

The police will not normally need to be involved in incidents involving legal drugs, but schools may wish to inform local police about the inappropriate sale or supply of tobacco, alcohol, e-cigarettes/vapes, some oral tobacco products or volatile substances to pupils in the area.

### 8.4 Controlled Drugs (including New Psychoactive Substances)

In taking temporary possession of suspected controlled drugs, the school will:

- Ensure that a second adult witness is present throughout;
- Seal the substance in a plastic bag and include details of the date and time of the seizure/find and the witness present;
- Store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff. **Do not dispose of the substance.**
- Notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols and legal regulations;
- Record full details of the incident, including the police incident reference number if they are involved;
- Inform parents/carers,
- Identify any safeguarding concerns and respond appropriately; and
- If there is a significant seizure of a suspected illegal substance, schools should inform the police at an early stage and take steps to minimise handling to aid future forensic investigations.

### 8.5 Searching and Confiscation

School staff can search a pupil for any item only if the pupil gives express consent, noting that the ability to give consent may be influenced by the pupil's age or other factors. The Headteacher/Principal and staff authorised by them have a statutory power to search pupils or their possessions without consent only in very rare scenarios, such as where they have reasonable grounds for suspecting that the pupil has infringed school or legal regulations, such as holding alcohol and illegal drugs.

### 8.6 Use of External Input

- Children and young people often find visitors to school a useful and informative part of their learning, but equally research suggests that for visits to be successful there should be a shared understanding about the nature and content of the session/s. Schools should exercise caution with the use of visitors as there is some evidence that particular messages can have a detrimental impact on young people's intentions to resist using drugs including alcohol. Particular caution should be used when visitors have had first-hand experience of problematic drug use.

- Schools should ensure that visitors are appropriately qualified and trained to deliver work with children and young people in a school setting. They should also be aware of good practice that recommends the avoidance of shocking images and inappropriate descriptions of or approaches towards drug use, have a clear understanding of the aims and objectives of the session and have seen and understood this policy.
- Visitors must be briefed on any particular sensitivities that there may be in the pupil group – these may include identified drug issues by particular pupils or their families – as well as any broader needs within the group. Teachers should negotiate the content of the session which is linked to the broader drug education and RSE/PSHE delivered by the school and relevant to the identified needs of the pupils. Visitors should be made aware of the school's protocols for dealing with any disclosures or distress shown by pupils during the session.
- Members of staff should be present at all times when such a visitor is in the class and be ready to be an active participant in these sessions. They should ensure that they reflect on the learning from particular sessions with pupils and visitors, assessing the learning, and building skills to support and enable pupils to make healthy choices and to avoid risk-taking behaviour. Teachers should follow-up any unresolved issues or concerns and extend the learning begun by the visitor.
- The Visiting Speaker's form must be completed prior to any visitor running a session. This enables the school to undertake and have a record of their due diligence. Any concerns that arise must be discussed with the visiting speaker prior to the final booking.

| Ownership and consultation           |                                                                                                                                                                                                                                                                                                                                                       |
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| Document Sponsor                     | Group Legal Counsel                                                                                                                                                                                                                                                                                                                                   |
| Document Author / Reviewer           | Director of Education Europe<br>Regional Safeguarding Lead                                                                                                                                                                                                                                                                                            |
| Consultation & Specialist Advice     | Ashursts (Spain) Sept 2023                                                                                                                                                                                                                                                                                                                            |
| Document application and publication |                                                                                                                                                                                                                                                                                                                                                       |
| England                              | No                                                                                                                                                                                                                                                                                                                                                    |
| Wales                                | No                                                                                                                                                                                                                                                                                                                                                    |
| Spain                                | Yes                                                                                                                                                                                                                                                                                                                                                   |
| Switzerland                          | No                                                                                                                                                                                                                                                                                                                                                    |
| Italy                                | No                                                                                                                                                                                                                                                                                                                                                    |
| Version control                      |                                                                                                                                                                                                                                                                                                                                                       |
| Current Review Date                  | September 2025                                                                                                                                                                                                                                                                                                                                        |
| Next Review Date                     | September 2026                                                                                                                                                                                                                                                                                                                                        |
| Related documentation                |                                                                                                                                                                                                                                                                                                                                                       |
| Related documentation                | Safeguarding and Child Protection Policy<br>Behaviour Policy<br>Suspension, Exclusion and Removal in other Circumstances Policy<br>SEND Policy<br>Complaint Procedure<br>Educational Visits Policy<br>Health and Safety Policy<br>Curriculum Policy, including PSHE.<br>Code of Conduct<br>Use of Reasonable Force, Searching and Confiscation Policy |