

**The Academy is committed to excellent Safeguarding**

## **DRUGS POLICY**

Policy Date: May 2008    Last updated: January 2018

Review due: January 2021

Portfolio Group responsible: SEN and Safeguarding

Where it came from: Graham Hill



**St. Christopher's**  
MULTI ACADEMY TRUST

**The Academy is committed to excellent  
Safeguarding**

## **Academy Context**

This larger than average 11-19 Academy is built into a hill within a rurally isolated area. Around half of the students come from the local town but the remainder travel some distance to the Academy. Much of the local employment is seasonal. Almost all the students are White British. The proportion of students with learning difficulties and/or disabilities is lower than that seen nationally, the largest proportion of these students having emotional, behavioural and social, moderate learning and specific learning difficulties such as dyslexia. We serve and support our community providing a child-centred education that reflects Christian values and meets the statutory requirements of SMSC . Respecting the dignity and potential of each individual person and sensitive to the needs of a diverse society, we strive to enhance and strengthen our values:

- Hope
- Kindness
- Courage
- Integrity
- Trust
- Respect
- Responsibility

These values are central to our school and the way in which we model behaviour.

There is a learning support unit (LSU) within the college and a Local Additional Provision (HUB) that students with a variety of needs can access.

## **Aims and Values**

We are committed to the highest standards of academic excellence and pastoral support; we are dedicated to providing the best possible education for all our students by developing the knowledge, understanding and skills essential for learning and leading a fulfilled life.

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## **1.Context**

All drugs have the potential to harm; but some drugs are more harmful than others. For a small number of people, drugs lead to serious and far reaching consequences not only for themselves, but their families, their communities and society in general. For young people in particular, drugs can impact on their education, their relationships with family and friends and prevent them from reaching their full potential.

All young people need to be able to make safe, healthy and responsible decisions about drugs, both legal and illegal. Schools play a central role in helping them make such decisions by providing education about the risk and effects of drugs; by developing their confidence and skills to manage situations involving drugs; by creating a safe and supportive learning environment; and ensuring that those for whom drugs are a concern receive appropriate support.

However schools cannot act alone. They are part of a broader prevention picture which includes parents/carers and a range of partner agencies. By working together, we can help young people navigate their way through what is a complex social issue.

All schools are expected to have a policy which sets out the school's role in relation to all drug matters.

The majority of young people of school-age have never used an illegal drug. Most will at some stage be occasional users of drugs for medicinal purposes and many will try tobacco or alcohol. Some will continue to use on a regular basis. There are complex motivations behind a young person's decision to first experiment with alcohol, tobacco, volatile substances and illegal drugs. However, very few of those who experiment with illegal drugs will go on to become problem drug users. All young people, including those in primary schools, are likely to be exposed to the effects and influences of drugs in the wider community and be increasingly exposed to opportunities to try both legal and illegal drugs.

## **2. 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:

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

### 3. Vulnerable Groups

Parents should be aware that some young people are more vulnerable to drug misuse and other social problems. The table below illustrates the range of risk and protective factors associated with drug misuse.

**Those at Risk from Drugs**

<b>Vulnerable Groups</b>	<b>Risk Factors</b>	<b>Protective Factors</b>
<ul style="list-style-type: none"> <li>• Homeless</li> <li>• Looked after children</li> <li>• School truants</li> <li>• Pupils excluded from school</li> <li>• Sexually abused</li> <li>• Prostitutes</li> <li>• In contact with mental health and criminal justice system</li> <li>• Children of parents with drug problems</li> <li>• PP students</li> </ul>	<ul style="list-style-type: none"> <li>• Chaotic home environment</li> <li>• Parents who misuse drugs or suffer from mental illness</li> <li>• Behavioural disorders</li> <li>• Lack of parental nurturing</li> <li>• Inappropriate and/or aggressive classroom behaviour</li> <li>• School failure</li> <li>• Poor coping skills</li> <li>• Low commitment to school</li> <li>• Friendship with deviant peers</li> <li>• Low socio-economic status</li> <li>• Early age of first drug use</li> <li>• Being labelled as a drug misuser</li> </ul>	<ul style="list-style-type: none"> <li>• Strong family bonds</li> <li>• Experiences of strong parental monitoring with clear family rules</li> <li>• Family involvement in the lives of children</li> <li>• Successful school experiences.</li> <li>• Strong bonds with local community activities</li> </ul> <p>A caring relationship with at least one adult</p>

#### 4. Development process

Draft Policy written:.....	January 2018
Initial discussion with Governors:.....	January 2018
Approval of policy by Governors:.....	?
Next major review:.....	January 2021
Student involvement:.....	School council
Parents consultation and drugs awareness evening:.....	Parents Forum
Staff involvement – Consultation document circulated:.....	February 2015

Governors' involvement –, Discussion at portfolio meeting before approval of policy.

#### 5. Location and dissemination

A copy of the policy can be found in staff shared area and on the school website.

#### 6. The context of the policy and its relationship to other policies

This policy should be considered in conjunction with other written policies on behaviour, health and safety, medicines, healthy schools, school visits and child protection. It links to the latest guidance on exclusions 2015.

#### 7. Local and national guidance

This policy has been written, taking into account national and local guidance, in particular, guidance from the DFE:

[www.gov.uk/government/publications](http://www.gov.uk/government/publications) Reference: DFE-00001-2012

**DRUG STRATEGY 2010 Reducing Demand, Restricting Supply, Building Recovery** : Supporting People to Live a Drug Free Life

<https://www.gov.uk/government/publications/drug-strategy-2010--2>

Circular 4/95; School Drug Policy Review Process 'Blueprint'; Every Child Matters 'Young People and Drugs'.

<http://www.talktofrank.com/>

## **8. The purpose of the school drug policy is to:**

- clarify the legal requirements and responsibilities of the school
  - reinforce and safeguard the health and safety of students and others who use the school
  - clarify the school'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 on school 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 complements the overall approach to drug education and the values and ethos of the school
  - provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
  - reinforce the role of the school in contributing to local and national strategies.
- have a designated, senior member of staff with responsibility for the drug policy and all drug issues within the school.
- To deter students from engaging in risk taking behaviours.

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

This policy applies to all staff, students, parents/carers, governors and partner agencies working at The Ilfracombe Academy. It includes journeys to and from school in school uniform, work experience, residential trips and college courses attended by students during the school day. Students must not bring controlled drugs, cigarettes or alcohol onto the school site at any time. Alcohol may only be brought onto the school site with the Head teacher's permission.

## **9a. School trips**

The school is aware that laws on drugs and policing arrangements vary widely in other countries. The school should ensure that all participants on the trip are fully aware of these differences before departure, and should consider in advance how to respond to any drug related incident.

- A risk assessment will be carried out regarding the transport of students' essential and/or emergency medicines prior to any school trip.
- Adherence to rules relating to illegal drugs, unauthorised drugs and medicines should be part of the consent form signed by the student or parent/carer prior to the trip.
- The senior trip leader will assume responsibility for the security of any transported medicines.
- School procedures for incidents where infringement of this policy is suspected (as set out in this policy) apply in full.
- If a drug incident is suspected or confirmed, the priority is health and safety. The trip senior leader should inform the designated member of the Senior Leadership Team as soon as possible.

- **10. The school's stance towards drugs, health and the needs of students**

The Ilfracombe Academy has a zero tolerance policy towards the possession, use or supply of illegal and other unauthorised drugs within the school boundaries which are outlined in (9).



## **Sanctions**

Sanctions given to students following a drug-related incident will be in line with the existing College behaviour policy. Various factors will need to be taken into account including motive, medical requirements, the reliability of evidence, the nature of the drug, the attitude of the student etc. When all the circumstances and factors have been thoroughly explored, the sanctions will be decided by the Headteacher (or the Deputy in his absence) and will be justifiable in terms of:

- Appropriateness of response
- Proportion with the offence
- The needs of the student, the Academy and the Community
- Consistency with existing Academy Behaviour Policy (and in line with the guidelines indicated below)
- Consistency with similar incidents in the past
- Consistency with a response which might be imposed by the law if the incident had been dealt with by the police
- Commensurate with the safety of all other students in the Academy and their right to be educated.

### RESPONSES FOR MANAGING DRUG RELATED INCIDENTS

Incident	First Occasion	Second Occasion	Third occasion	Fourth Occasion
<b>Possession of Cannabis and Class C Drugs</b>	Referral to Police Community Support Officer, DUST assessment and student commitment to help. (appendix 1) Behaviour assessment; further risk assessment for school (e.g. to ensure curriculum /pastoral programmes address issues raised). Incident logged. Parents and student understand legal position from Headteacher. Consequences of 2 <sup>nd</sup> offence made clear. <b>5 days fixed term exclusion</b>	<b>Permanent Exclusion.</b>		
<b>Possession of Alcohol</b>	Substance confiscated. Parents phoned and letter home. Incident logged. Community Police Support Officer informed. <b>A fixed term exclusion between 1 – 5 days.</b>	Substance confiscated. Parents called to collect student; <b>5 day fixed term exclusion.</b>  Risk assessment for student and school. Possible behaviour / health intervention. Contractual agreement with parents. Governor’s Disciplinary meeting / final warning.	Further risk assessment and behaviour assessment. Continued disregard for school rules/ intervention programme.  <b>Permanent exclusion.</b>	
<b>Possession of cigarettes. (includes electronic and vapour inhalers</b>	Items confiscated. Parents notified. Student required by Head of Year to complete a reading comprehension on hazards and costs of smoking. <b>Loss of Break and lunchtime</b>	Item confiscated. Parents’ notified and medical attention sought (school nurse) or parental rewards for giving up smoking, negotiated by Head of Year. <b>1 day in internal exclusion</b>	Items confiscated. Parents notified. 2 days in Time Out for repeated defiance of school rules. <b>2 days in internal exclusion</b>	Items confiscated. Parents notified. <b>2 day(s) fixed term exclusion</b>
<b>Possession of ‘Legal Highs’</b>	Substance confiscated. Parents phoned and letter home. Incident logged. Community Police Support Officer informed.  <b>A fixed term exclusion between 1 – 5 days.</b>	Substance confiscated. Parents called to collect student; <b>5 day fixed term exclusion.</b>  Risk assessment for student and school. Possible behaviour / health intervention. .Contractual agreement with parents. Governors Disciplinary meeting and final warning.	Further risk assessment and behaviour assessment. Continued disregard for school rules/ intervention programme.  <b>Permanent exclusion.</b>	

Incident	First Occasion	Second Occasion	Third occasion	Fourth Occasion
<b>Possession of suspected Class A or B Drug</b>	Substance confiscated. Parents and Community Police Support Officer contacted. <b>Fixed term exclusion whilst substance verified / pastoral intervention negotiated.</b> Risk assessment for student and school. DUST assessments.  <b>Substance verified: fixed term or permanent exclusion.</b>			
<b>Social Supply Illegal Drug</b>	Substance confiscated. Parents contacted and Community Police Support Officer, if appropriate. Risk assessment for student(s) and others in school. Investigation into any network of illegal drug use.  <b>5 day fixed term exclusion</b> whilst pastoral /DUST intervention negotiated. <b>Possible permanent exclusion after assessment and investigation.</b> Review process: reassessment of risk <i>after</i> intervention.	<b>Permanent exclusion.</b>		
<b>Dealing for profit</b>	Substance confiscated. Parents and Community Police Support Officer contacted.  <b>Permanent exclusion.</b>			

## **11. The use of drugs in The Ilfracombe Academy**

The school recognises that there are instances where other non-controlled drugs may legitimately be in school.

### **Medicines**

Some students may require medicines that have been prescribed for their medical condition during the school day. Staffing, administration, storage and record keeping procedures are all clearly set out in the medication and first aid policy.

The medicines policy also sets out the circumstances in which a student may take non-prescribed/over-the-counter medicines, such as those providing relief from period pains or hay fever. School staff; do not give non-prescribed medication to students unless supplied with written authorisation by Parent/carers. Some solvents or hazardous chemicals are legitimately used by school staff or students. These substances are stored securely (in line with COSHH regulations) and managed to prevent inappropriate access or use.

Arrangements are set out in the school's health and safety policy.

### **Alcohol**

Use and consumption of alcohol at school can only be authorised by the Headteacher. In keeping with our duty of care, employees are not permitted to consume alcohol during the school day, or at any time when they will be subsequently supervising children. The school recognises that there may be occasions when a member of staff may experience difficulties in relation to alcohol misuse outside of school. Staff are encouraged to discuss this with line managers so that support can be put in place. An Occupation Health Referral can be actioned if appropriate.

### **Tobacco**

In keeping with our National Healthy School Standard, and Devon LEA The Ilfracombe Academy is a non-smoking site.

The first concern in dealing with a medical emergency involving drugs, is the health and safety of the school community and meeting the needs of the students. Appropriate help/first aid should be summoned before further issues are addressed.

## **12. Staff with key responsibility for drugs:**

### **Headteacher**

Takes overall responsibilities for the policy and its implementation; for Liaison with the governing body, parents and LEA and appropriate outside agencies; and for the appointment within the school of a drugs education co-ordinator, who will have general responsibilities for handling the daily implementation of this policy. The Headteacher will ensure that all staff dealing with substance issues are adequately supported and trained.

Role of the Headteacher is to:

- Ensure that all staff, pupils, governors, all visitors to the school and parents/carers are informed of this policy
- Ensure that the policy is implemented effectively
- Manage any drug related incidents
- Ensure that all staff are given sufficient training.
- Be aware of/liaise with external agencies regarding the schools drug education programme
- Monitor the policy

Drugs Education Co-ordinator: PCRE Lead

Management of drug related issues in school: Mr G Hill

Role of Drug Co-ordinator is to:

- Assist in drug related incidents
- Co-ordinate drug education across the school
- Ensure training materials and leaflets used are in line with the ethos of the school
- Organise staff drug awareness training through inset programme.
- Disseminates the drug policy and publicise it to all key stakeholders.

If any member of staff has concerns about any drug related incident then they should immediately inform a member of the Senior Leadership Team

### **13. The school delivers a balanced curriculum which:**

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society
- prepares students at the school for the opportunities, responsibilities and experiences of adult life.

Drug education is a major component of drug prevention and is an important aspect of the school curriculum. It is an entitlement for every student (section 351 Ed act 1996). Its aim is to provide opportunities for students to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

It aims to:

- i. 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
- ii. 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
  - To enable young people to identify sources of appropriate personal support both inside and outside the Academy
- iii. 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.

Drug education is delivered through a well-planned cross-curricular program, including assemblies and PCRE, Science, GCSE PE and Drama lessons.

At Key Stage 3 students learn more about the effects and risks of drugs and the laws relating to drugs. They learn the skills to recognise and manage risk and to resist pressures. They continue to develop the skills to make choices for a healthy lifestyle and learn about where to go for help and advice.

At Key Stage 4 students build on their knowledge and learn more about the effects of drug misuse on family, friends, community and society. They gain greater understanding through clarifying their opinions and attitudes in discussions and debate and considering the consequences of their decisions.

Teachers may need to focus more on developing students' confidence and skills to manage situations, which require making decisions about drugs. This may include developing competence to manage medicines responsibly, staying safe and understanding and managing feelings. Teachers should pay particular attention to enabling students to seek help and support when they need it.



### **13. Methodology and resources**

Drug education is delivered within a safe, secure and supportive learning environment.

Ground rules are set out, and teachers and students right to privacy is respected.

Boundaries of discussions are made clear.

Group agreements are made to help to foster mutual respect and an environment in which students feel comfortable and ready to listen to and discuss each other's opinions.

Distancing techniques can be adopted through role play/anonymous question boxes.

Staff, are advised to sometimes answer difficult questions on an individual basis.

A variety of teaching resources, are outlined in the PCRE scheme of work and are available from Ms J Gatley

External contributors include the Police; Drugs Advisory Worker; Hear & Now.

### **14. Staff support and training**

After the launch of this policy, whole staff Continued Professional Development training will be provided and subsequent new staff will be provided with training as part of the New Staff Induction Programme.

### **15. Monitoring and reviewing**

The teaching of drug education will be monitored and reviewed via the subjects within which it is taught. This will be completed through the school monitoring policy.



## **17. Management of drugs at school**

### **Searches**

The school will seek consent where applicable and follow the Search guidance that is in the 'Behaviour Policy' and ensure that a second adult witness is present. If this is refused they will consider whether to call the police. Searches will be conducted in such a way as to minimise potential embarrassment or distress.

### **Personal Searches**

When a person is suspected of concealing illegal or other unauthorised drugs staff will carry out a personal search; this includes the searching of outer clothing and inside pockets. Every effort will be made to persuade the person to hand over voluntarily any drugs, in the presence of a second adult witness. Where the individual refuses and the drug is believed to be illegal, and the school wishes to proceed along formal lines, then the police will be called.

### **Searches of school property**

Staff may search school property, for example, students' lockers or desks if they believe drugs to be stored there. Prior consent will be sought, however individuals will be made aware that consent is not required and the school may proceed with a search. Where consent is refused, the school will balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause.

### **Searches of personal property**

The school will search personal property without consent if they believe that there is a high probability of drugs being concealed or in the person possession. Generally the staff conducting the search will ask for consent. Where consent is refused they will consider, in the case of students, notifying parents/carers, who may persuade their child to give consent or if they wish to proceed along formal lines calling the police. Staff will never wrestle a bag or forcibly remove a student's possessions.

After any search involving students, parents/carers will normally be contacted by the school, regardless of whether the result of the search is positive or negative.

**The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.**

## **Disposal**

In taking temporary possession and disposing of suspected illegal drugs staff will:

- ensure 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 witness present.
- store it in school safe
- without delay notify the police, who will be asked to collect it and then store or dispose of it. The law does not require a school to divulge to the police the name of the student from whom the drugs were taken but in the case of an illegal drug will normally do so. Liaison will take place to ensure the safe disposal of any substances. Where a student is identified the police will be required to follow set internal procedures
- record full details of the incident, including notes of any discussions with the students. These should include date, time place and people present. The police incident reference number should also be included.

Staff should not attempt to analyse or taste unknown substances. Police may advise on analysis and formal identification.

If formal action is to be taken against a student, the police will make arrangements for them to attend a local police station accompanied by an appropriate adult for interview. Only in exceptional circumstances should arrest or interviews take place at school. An appropriate adult should always be present during interviews, preferably a parent/carer or duty social worker.

## **Legal Drugs (including Legal Highs)**

The police will not always necessarily be involved in incidents involving legal drugs, but the school will inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area.

## **Alcohol and tobacco**

Parents/carers will be informed and informed that the alcohol/tobacco has been disposed of. In cases where a disciplinary proceeding is necessary, items will be disposed of, once this has taken place.

## **Volatile substances**

Given the level of danger posed by volatile substances, the school will arrange for their safe disposal.

## **Medicines**

Parents/carers will be informed and will be asked to collect and dispose of unused or date-expired medicines. Further details are outlined in the medicines policy.

## **Disposal of drug paraphernalia**

Needles or syringes found on school premises will be placed in a sturdy, secure container, using gloves. A tin is kept in the office for this purpose, out of reach of students. Used needles and syringes will be disposed of appropriately and not put in domestic waste.

### **18. Police contact:**

First point of contact: PCSO Karen Simpson Contact details are available from the school office. If they are unavailable, a message should be left to contact the school and in the case of controlled drugs, Barnstaple Police Station should then be telephoned.

### **19. Referral and external support**

Heads of Year, SENCO and Senior Leadership Team are responsible for referral to agencies. A list of local support services and national help lines/websites is available for students and parents on the school website and in the Appendix.

Students are made aware of the various internal and external support structures via PSHE. Local support services and national help lines/websites are advertised on year notice boards, on an information board in welfare and also on the school website. Information is available from Heads of Year for individual students or parents as and when required.

### **20. Students whose parents/carers or family member misuse drugs:**

Parental or family member drug misuse can have a major impact on a child and their education. Children whose parents/carers misuse drugs may be at greater risk of emotional and/or physical harm, but this is not always the case. A parent/carer with a drug problem does not necessarily neglect their child or put them at risk.

The school should be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. A child may respond to parental or family member drug misuse in a variety of ways, including disturbed or anti-social behaviour, becoming reliant on drugs themselves; running away from home, losing concentration in class and showing reluctance to form friendships. Schooling is also likely to be disrupted if a family member is dependent on a child acting as a carer. Because of the stigma surrounding drug misuse, many children will go to great lengths to hide their problems at home. Social and emotional effects can include feelings of hurt, rejection, shame, sadness and anger.

Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home and it is not deemed a child protection issue, the school should follow the procedures set out in the school's drug policy.

### **Implementation:**

- Assess the student's welfare
- Contact Mash if the risk is at a level that requires CP
- Assess each student's support needs and involve other sources of support for the child and family, where appropriate
- Monitor student welfare in an ongoing fashion
- Staff should feel confident in identifying students who may be experiencing difficulties
- Ensure that vulnerable young people are identified and receive appropriate
- All staff should be clear about where and how support can be accessed and how to make referrals

## **21. Confidentiality**

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to students. If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, it should be discussed with a member of Senior Leadership Team. The request will be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- child protection
- co-operating with a police investigation
- referral to external services.
- Every effort will be made to secure the student's agreement to the way in which the school intends to use any sensitive information.

It may be necessary to invoke local child protection procedures if a student's safety is under threat. It will be only in exceptional circumstances that sensitive information is passed on against a student's wishes, and even then the school will inform the student first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- where there is a child protection issue
- where a life is in danger.

## **22. Involvement of parents/carers/visitors**

In any incident involving illegal and other unauthorised drugs the school will normally involve the child's parents/carers and explain how they intend to respond to the incident and to the student's needs. Where the school suspects that to do this might put the child's safety at risk or if there is any other cause for concern for the child's safety at home, then the school will exercise caution when considering involving parents/carers. In any situation where a student may need protection from the possibility of abuse, the school's child protection co-ordinator should be consulted and local child protection procedures followed.

Parents/carers are encouraged to approach the school if they are concerned about any issue related to drugs and their child and the school will refer parents/carers to other sources of help, for example, specialist drug agencies or family support groups, as required.

If parents/carers are suspected of being under the influence of drugs or alcohol on school premises, staff should attempt to maintain a calm atmosphere and call for a second adult, if necessary. On occasion, a teacher may have concerns about discharging a student into the care of a parent/carer. In such instances, the school will discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home.

## **23. The role of governors**

The school governors will review this policy in line with the review policy timetable. They will also be involved in disciplinary proceedings as and when needed.

The Role of the governing body is to:

- Designate a governor with specific responsibility for drug education
- Establish general guidelines on drug education
- Support the Headteacher in following these guidelines
- Inform and consult with parents about drugs education policy
- Support the Headteacher in any case conference, or in appeals

## 24. Links to outside agencies

**RISE** (Recovery and Integration Service) is a Devon-wide adult substance misuse service, working with people with alcohol and drug problems.

03003 033384 RISE Recovery Longbridge House Abbotsham Road Bideford EX39 3AF

**Y-Smart** Young Peoples Drug and Alcohol Service for under 18's is Devon County Councils Specialist Service, and provides confidential advice, support, assessment and treatment for young people under 18 living across Devon.

North Devon Barbican House, 5 Barbican Close, Barnstaple 01271 388162

Following links shows other support groups <http://ysmart.org.uk/index.php?page=links>

**Addaction Devon** offers a confidential and free support and advice to individuals, principally for alcohol problems but also for a combination of alcohol and drug problems. Services offered include advice and information, alcohol treatment assessment, brief interventions, one-to-one alcohol counselling, onward referral to other agencies and referral to specialist health services, relapse prevention and aftercare support. The service accepts GP, agency or self-referrals

Unit 6 Riverside Court, Barnstaple EX31 1DR · 01271 859044

### Drugs communications and campaign advice

Information on national information campaigns, including FRANK, is available at [www.drugs.gov.uk/Campaign](http://www.drugs.gov.uk/Campaign)

### Social inclusion programmes

Information on the Positive Futures programme, an example of how social inclusion programmes can operate is available at

[www.drugs.gov.uk/NationalStrategy/YoungPeople/PositiveFutures](http://www.drugs.gov.uk/NationalStrategy/YoungPeople/PositiveFutures)

### Children of problem drug users

The Advisory Committee on the Misuse of Drugs (ACMD) Hidden Harm report can be downloaded for this website: [www.homeoffice.gov.uk/drugs/misuse/acmd](http://www.homeoffice.gov.uk/drugs/misuse/acmd)

### Persistent truants and excludees:

Information about truancy and exclusions is available on the Department for Education and Skills

website [www.dfes.gov.uk](http://www.dfes.gov.uk)

### Looked after children

Information about looked after children is available on the Department for Education and Skills website

[www.dfes.gov.uk](http://www.dfes.gov.uk)

### Young offenders

Information about the Youth Justice Board (YJB) and the work of Youth Offending Teams is available on

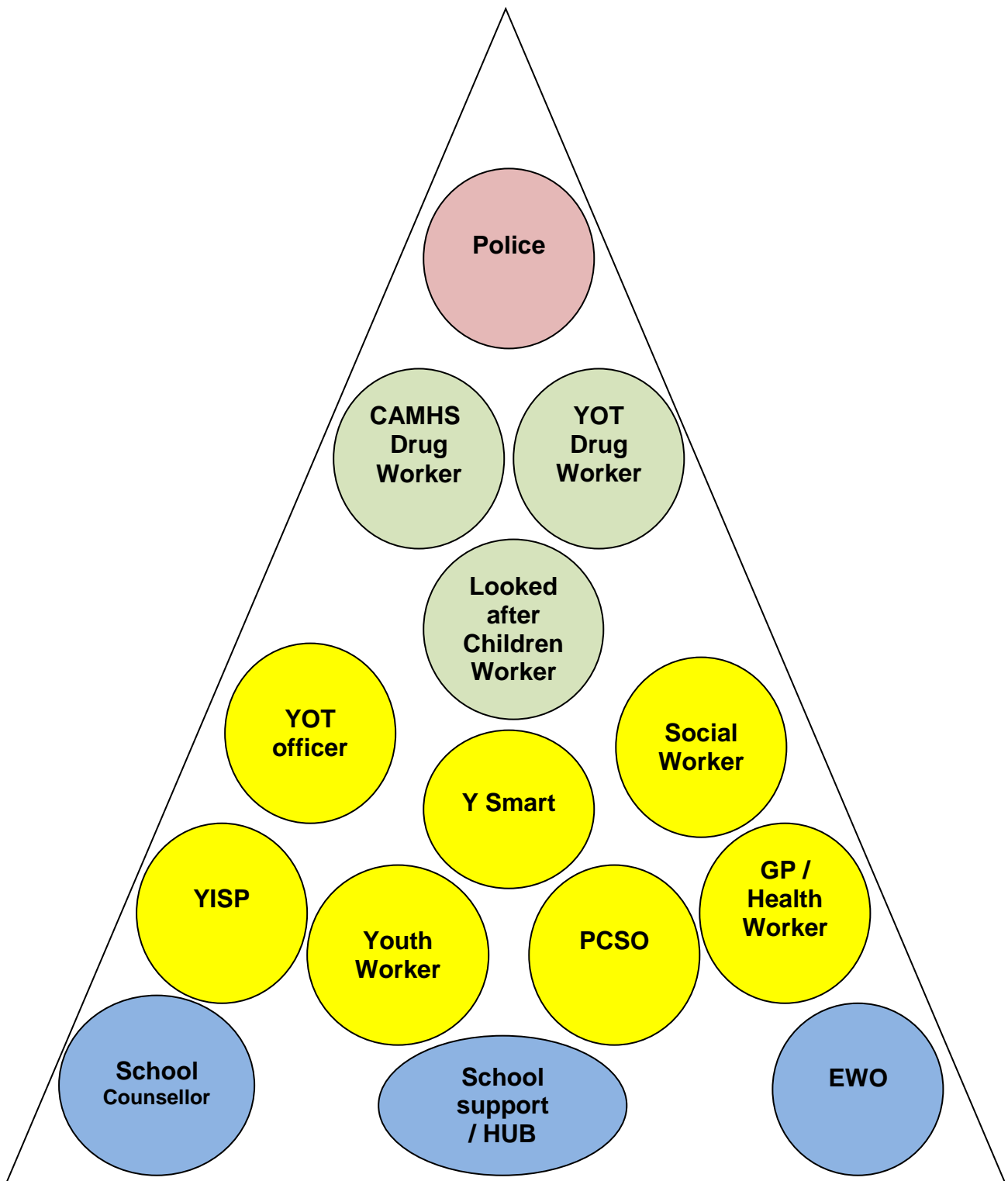
the YJB website [www.youth-justice-board.gov.uk](http://www.youth-justice-board.gov.uk)

### Specialist treatment

Information on the work of the National Treatment Agency for Substance Misuse is available on their

website [www.nta.nhs.uk](http://www.nta.nhs.uk)

## 4 levels of intervention



## Drugs Use Screening Tool (DUST)

**This tool is designed for two main purposes:**

- To help people who have to make a decision about how to respond to substance use by a young person
- To allow a professional team to create a caseload profile and audit the prevalence of substance use within their case load

**The form is divided into sections designed to assess risk factors regarding** Young people's specialist drug services & other specialised services that work with complex needs

- Substance use
- Social situation / behaviour
- General and psychological health

### Instructions

- Complete the form by ticking the most appropriate response. If in doubt do **not** tick
- A scoring system is employed for each section
- Once you have completed each sections, add up the points and refer to the scoring table

Scoring Table		
<b>Section 1 Substance use</b>		
Score 0-4	Score 5-6	Score 7+
Consider giving drugs information / advice	Consider seeking advice from Young persons Drug Service	Refer to Young persons drug Service
<b>Section 2 Social situation / behaviour</b>		
A high score means that a young person is vulnerable to developing substance misuse problems and should increase your level of concern		
Score 0-1	Score 2-5	Score 6+
Low risk	Medium risk Consider seeking advice from Young persons Drug Service	High risk Consider seeking advice from Young Persons Drug Service or other relevant agency
<b>Section 3: General and psychological health</b>		
A high score means that a young person is vulnerable to developing substance misuse problems and should increase your level of concern		
Score 0-4	Score 5-9	Score 10+
Low risk	Medium risk Consider seeking advice from Young persons Drug Service	High risk Consider seeking advice from Young Persons Drug Service or other relevant agency

SECTION 1: Substance Use		SECTION 2: Social situation/behaviour		SECTION 3: General & Psychological Health	
	<b>Drug Type</b>		<b>Living situation</b>		<b>General Health</b>
2	Alcohol	0	No problems with accommodation	0	Young person reports no significant health problems
2	Amphetamine	1	Problems with accommodation, insecure or inadequate housing	1	Teeth problems
2	Cannabis	1	Looked after by Local Authority	1	Stomach problems
4	Cocaine	6	Homeless	1	Regular headaches
4	Crack		<b>Adult Support</b>	1	Difficulty sleeping
4	Ecstasy	0	Has supportive relationships with more than one adult	5	Chronic fatigue
4	Heroin	1	Has supportive relationship with one adult	5	Severe sleep problems
4	LSD	2	Has no supportive relationship with adults	5	Self neglect
4	Magic mushrooms		Occupation	10	Extreme weight loss
4	Solvents / gas / aerosols	0	In education / employment / training	10	Blackouts and / or memory loss
4	Other(s) please list (include misuse of prescribed drugs). Score 2 each.	1	Truanting from school / at risk of school exclusion / drug or alcohol related absences from work	10	Pregnant
	<b>Substance use - frequency</b>	2	School excluded / unemployed	10	Fitting
1	Occasional drug / alcohol use		<b>Criminal involvement</b>	10	Accidental / planned overdose
2	Regular drug / alcohol use	0	No criminal involvement		<b>Psychological Health</b>
	<b>Injecting</b>	1	At risk of involvement in the Criminal Justice System	0	Young person reports no significant psychological problems
0	No injecting	2	Involved in Criminal Justice System or committing more serious crimes	1	Low self esteem
5	Currently / recently injecting		<b>Sexual behaviour</b>	1	Mild anxiety
	<b>Substance Use - intoxication</b>	0	Age appropriate / safe sexual behaviour	1	Shyness
0	Substance use without loss of consciousness or aggression	1	Inappropriate behaviour / unsafe sexual behaviour	5	Eating disorder / marked change in eating pattern (e.g. loss of appetite / bingeing)
2	Substance use with loss of consciousness or aggression	6	Commercial sex / abusive sexual relations	5	Frequent bouts of unhappiness / depression
	<b>Contact with other substance users</b>		<b>TOTAL SECTION 2</b>	5	Self harm
0	No drug / alcohol using friends		<b>TOTAL SECTION 3</b>	5	Severe anxiety / panic attacks
1	Some friends who use drugs / alcohol and some who don't			10	Suicide attempts
2	All friends use drugs / alcohol			10	Severe paranoia
	<b>Family drug / alcohol use</b>			10	Hallucinations (when not under the influence of substances)
0	No known family drug / alcohol misuse				
2	Known drug / alcohol misuse among close family member(s) / carer(s).				
5	Significantly affected by someone else's drug / alcohol misuse				
	<b>TOTAL SECTION 1</b>				

# Record of incident involving unauthorised drug/ Alcohol

- 1 For help and advice, telephone Ysmart.
- 2 Complete this form WITHOUT identifying the pupil involved.
- 3 Copy the form.
- 4 KEEP the original, adding the pupil's name and form – store securely.

Tick to indicate the category:

Drug or paraphernalia found ON school premises	<input type="checkbox"/>	Pupil disclosure of drug use	<input type="checkbox"/>
Emergency/Intoxication	<input type="checkbox"/>	Disclosure of parent/carer drug misuse	<input type="checkbox"/>
Pupil in possession of unauthorised drug	<input type="checkbox"/>	Parent/carer expresses concern	<input type="checkbox"/>
Pupil supplying unauthorised drug on school premises	<input type="checkbox"/>	Incident occurring OFF school premises	<input type="checkbox"/>

Name of pupil*: ..... Name of school: ..... Pupil's form*: .....(*For school records only) ..... Age of pupil: ..... Male/Female      Time of incident: ..... am/pm Ethnicity of pupil**: ..... Date of incident: ..... Tick box if second or subsequent incident involving same pupil <input type="checkbox"/> Report form completed by: .....
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First Aid given? .. Yes     No     Ambulance/Doctor called? .. Yes     No  .....  
 Called by: ..... First aid given by: ..... Time: .....

Drug involved (if known): (e.g. Alcohol, Ecstasy)  Senior staff involved:
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Drug found/removed? YES/NO

Where found/seized: .....

Name and signature of witness:  
 .....

Disposal arranged with  
 (police/parents/other): .....

At time: .....

If police, incident  
 reference number: .....

Name of parent/carer informed*: ..... (*For school records only) Informed by: ..... At time: .....
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Brief description of incident (including any physical symptoms):
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Other action taken: (e.g. Connexions or other agency involved, Educational Psychologist report requested, case conference called, pupils/staff informed, sanction imposed, LEA/GP/Police consulted)  (continue on blank sheet if necessary)
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## Guidance on the use of sniffer dogs and drug testing in schools

Headteachers are within their rights to invite the police or private companies to bring sniffer dogs onto school premises or employ drug testing. They should, however, involve local partners, including the police and consider the factors outlined below.

### *Involvement of sniffer dogs at the request of the headteacher*

Where a school believes that there is reasonable evidence of possession or supply of suspected illegal drugs they should consult their local police. The advice from ACPO is that local police, if they are to respond with the use of sniffer dogs, should do so as part of a warranted operation, unless evidence may be lost by delaying the search.

However, schools considering sniffer dog searches without the authority of a police warrant should exercise extreme caution before doing so. They should consider very carefully whether such action:

- is consistent with the pastoral responsibility of the school to create a supportive environment
- is culturally insensitive – for example, dogs are considered unclean in Muslim and Buddhist cultures
- will lead to labelling and be damaging to pupils concerned
- will result in appropriate support for pupils most in need
- is feasible and an effective use of school resources, and those of the police, where involved.

The above considerations apply equally to drug testing.

Where such action is planned for the purposes of detection schools are advised to make sure, in advance, that:

- the intention to use such an approach is clearly stated in the school's drug policy developed in consultation with pupils, parents, staff, governors and the whole school community
- parents/carers have given their consent (usually in writing) to the proposed use of sniffer dogs at the request of the headteacher. This is good practice rather than a legal requirement.

### **Drugs: Guidance for schools Appendix 10 120**

- procedures are in place to remove pupils for whom consent is not given
- they have considered what action will be taken if drugs are found on any member of the school community (including staff and visitors), and that this has been communicated clearly and is consistent with responses to other drug incidents
- they are able to be sensitive to and respect the right to privacy of pupils whom the dog may identify either because they are taking prescription medicines or have been exposed to an environment where others have used drugs
- plans are in place to deal with potential media interest. In addition to informing parents/carers of the intention to use such an approach (and seeking their consent – see above), parents/carers should be notified immediately after such action has taken place.

### *Involvement of sniffer dogs purely as a deterrent*

A headteacher requesting the use of sniffer dogs solely as a deterrent, where there are no reasonable grounds for suspicion and where prior consent has not been sought, will need to consider possible challenges by parents and pupils under the Human Rights Act.

Schools should ensure that if sniffer dogs are used for detection or as a deterrent, they form part of an on-going whole school approach to managing drugs on school premises rather than an isolated action.

## Drug situations – medical emergencies

The procedures for an emergency apply when a person is at immediate risk of harm. A person who is unconscious, having trouble breathing, seriously confused or disoriented or who has taken a harmful toxic substance, should be responded to as an emergency.

Your main responsibility is for any pupil at immediate risk, but you also need to ensure the well-being and safety of others. Put into practice your school's first-aid procedures.

If in any doubt, call medical help.

Always:

- assess the situation
- if a medical emergency, send for medical help and ambulance.

Before assistance arrives

If the person is conscious:

- ask them what has happened and to identify any drug used
- collect any drug sample and any vomit for medical analysis
- do not induce vomiting
- do not chase or over-excite them if intoxicated from inhaling a volatile substance
- keep them under observation, warm and quiet.

If the person is unconscious:

- ensure that they can breathe and place in the recovery position
- do not move them if a fall is likely to have led to spinal or other serious injury which may not be obvious
- do not give anything by mouth
- do not attempt to make them sit or stand
- do not leave them unattended or in the charge of another pupil
- notify parents/carers

For needle stick (sharps) injuries:

- encourage wound to bleed. Do not suck. Wash with soap and water. Dry and apply waterproof dressing
- if used/dirty needle seek advice from a doctor.

When medical help arrives

- pass on any information available, including vomit and any drug samples.

Complete a medical record form as soon as you have dealt with the emergency.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)