



THE LATYMER SCHOOL
Founded 1624

**DRUGS AND DRUGS EDUCATION
POLICY
THE LATYMER SCHOOL**

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| Policy adopted | Pupils and Personnel Committee Ratified by Full Governing Body 15.5.2018 |
| Policy circulated | December 2017 |
| Review policy | May 2020 (At least every 2 years or sooner if legislation requires) |

PART ONE: DRUG EDUCATION POLICY

The Latymer' School recognises that drug and substance misuse is a major threat to individuals, families and the wider community and acknowledges its responsibility to include drug education as a key component within the school curriculum.

The term 'drug' is wide-ranging and is defined in section 4 of Part Two: The Management of Drugs Incidents and Substance Misuse Policy.

1. PURPOSE AND AIMS

- 1.1 To provide pupils with opportunities to acquire the knowledge, understanding, skills and attitudes that will enable them to make healthy, informed, responsible choices concerning the use and misuse of legal and illegal drugs and substances, now and later in life.
- 1.2 To promote an awareness of drug related issues amongst parents and staff so ensuring a coordinated and consistent approach to drug education.

2. DELIVERY

- 2.1 Drugs education at the Latymer School will be delivered in Science lessons as well as being a key component of the Personal Development Curriculum (PDC).
- 2.2 Personal Development is delivered through PDC and Citizenship lessons at Key Stage 3 and through Form Time and Assemblies in Key Stages 4 and 5.
- 2.3 Drugs education is delivered at regular intervals throughout a child's school career to maximise its effectiveness.
- 2.4 Drugs education is delivered by both pastoral and subject staff, as well as by many leading charities and organisations. It will be delivered in a clear and honest manner that informs pupils and adds to their understanding and development of skills and attitudes.
- 2.5 Where appropriate, outside agencies will be involved to support the work of staff e.g. the Police, School Nurse, representatives such as Compass. The visits are planned educational experiences and not isolated or incidental events but are part of the overall developing programme.
- 2.6 The Personal Development and Careers Coordinator will offer advice and maintain suitable resources for use by teaching staff, as well as review and evaluate what is being taught on a regular basis.
- 2.7 When appropriate, they will step in if a member of staff feels uncomfortable teaching a certain area, or will arrange for outside agencies to work with the students for more sensitive issues, or where they feel it will have a greater impact on the students teaching and learning.

3. CONTENT

- 3.1 The content of the programme has been developed taking full account of the National Curriculum within Science, as well as the Personal Development Curriculum that was released September 2014, and their intended outcomes.
- 3.2 The Latymer drugs education programme starts in KS3. The intention of the programme is to raise awareness and teach the necessary life skills to enable students to make informed decisions concerning the use and abuse of legal and illegal drugs.
- 3.3 This work complements the work on drugs that the Science department is required to deliver.
- 3.4 The PDC programme in KS4 and in the Sixth Form, along with the pastoral programme, continues to build on the themes throughout the student's time at The Latymer School.

Teaching schemes have the following educational aims in respect of substance use and misuse:

- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- To provide accurate information about substances
- To increase understanding about the implications and possible consequences of use and misuse
- To widen understanding about related health and social issues, e.g. Crime, HIV and AIDS
- To seek to minimise the risks that users and potential users face
- How to identify and access help, advice and support
- The role and influence of the media on lifestyle

The KS3, 4 and 5 programme will deal with the following aspects of Drugs Education, building on the themes as the students go through their time at The Latymer School:

- School rules and procedures about drugs
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco
- Information about legal and illegal drugs, their effects and associated health risks
- Different categories of drugs
- Attitudes and beliefs about drugs and drug users
- Identifying and assessing risks to health
- Decision making and assertiveness in drug related situations

4. METHODOLOGY

The methods employed will always be appropriate to the needs, ability and maturity of the pupils at The Latymer' School and may include the following:

- Direct teaching
- Audio-visual materials
- Role play
- Group discussion
- Outside speakers to forms and year groups

Latymer School supports these methodologies and encourages a healthy lifestyle.

The school operates a non-smoking policy in all areas of the school and grounds.

5. WORKING WITH PARENTS

- 5.1 The Latymer School recognises the importance of bringing together parents and teachers in a coordinated and structured way.
- 5.2 The school will also endeavour to help parents to come to a greater understanding of the problems of drug abuse among the young by providing links to sources of information about drugs and young people in the Parents' Room Fronter pages.

PART TWO: THE MANAGEMENT OF DRUGS INCIDENTS AND SUBSTANCE MISUSE POLICY

1. PURPOSE AND AIMS

- 1.1 The School recognises that drug and substance misuse is a major threat to individuals, families and the wider community and acknowledges its responsibility to include drug education as a key component of its Personal Development Curriculum (PDC) programme.
- 1.2 To support all the members of the school community by providing clear guidance and procedures on drug related issues to ensure clarity and consistency.
- 1.3 To develop a whole school approach to drug education in the context of the curriculum of the school.
- 1.4 To be able to make informed choices concerning the use and misuse of legal and illegal drugs and substances, staff and pupils need to understand the nature of drugs, their social and legal status, their uses and effects.
- 1.5 To ensure that pupils affected by their own or other's drug misuse have early access to support through the school and other local services.

2. POLICY BACKGROUND AND THE LEGAL FRAMEWORK

- 2.1 This drugs policy is informed by the law on drugs. The Misuse of Drugs Act 1971 is the main law to control and classify drugs that are 'dangerous or otherwise harmful' when misused.

The act lists all illegal (or controlled) drugs in the UK and divides them into one of 3 'classes' – A, B and C – based on the harm they cause to individuals and society. Class A drugs are considered the most harmful. This is commonly known as the drug classification system.

The act makes it illegal for people to:

- possess illegal drugs
- possess illegal drugs with intent to supply
- supply or offer to supply illegal drugs (including giving them away for free or sharing with others)
- produce illegal drugs
- import or export illegal drugs
- allow a house, flat or office to be used by people to undertake any of these unlawful activities

Since 2010, the Misuse of Drugs Act 1971 has been amended to control new drugs, including a number of new psychoactive substances:

- a new range of synthetic cannabinoids, methoxetamine and other related compounds and O-desmethyltramadol
- desoxypropionol (2-DPMP), its related compounds and phenazepam
- naphyrone and other synthetic cathinones, tapentadol and amineptine

2.2 The Drugs and Drugs Education Policy has been developed with reference to DfE advice and guidelines: DfE and ACPO Drug advice for schools DfE-00001-2012 and Drugs and Alcohol Advice for Schools 2015/16, West Berkshire Council

2.3 This policy should be read in conjunction with the school's policies on:

- Anti-Bullying
- Behaviour
- Supporting Children in School with Medical Needs
- Personal Development Curriculum
- Lettings Policy

3. WHERE AND TO WHOM THE POLICY APPLIES

3.1 This policy applies to all school staff, pupils, parents/carers, governors and other partner agencies working with the school.

3.2 This policy applies to when students are on the school premises, day and residential trips (including extra-curricular activities) and when schools are deemed to be in loco parentis. At the Headteacher's discretion, the policy may be applied to a situation where the behaviour of a pupil outside of the school premises undermines the school's ability to control drug usage in school by other pupils.

3.3 A school's premises comprise all the land and all the buildings provided for the school, including both permanent and temporary buildings and detached playing fields. This also extends to include other settings such as vehicles, boats, marquees or any venue managed by the school at the time e.g. premises of a school trip or visit.

4. DEFINITIONS AND TERMINOLOGY

The terms drug and substance:

4.1 includes any product that, when taken, has the effect of altering the way the body works or how a person behaves, feels, sees or thinks.

As well as everyday products, such as tea and coffee, substances include:

- alcohol, tobacco and tobacco-related products, including nicotine replacement therapy (NRT), and electronic cigarettes;
- over-the-counter medicines such as paracetamol and cough medicine;
- prescribed drugs, such as antibiotics, painkillers, antidepressants, antipsychotics, inhalers and stimulants such as Ritalin;
- volatile substances such as correcting fluids or thinners, gas lighter fuel, aerosols, glues and petrol;
- controlled drugs such as cannabis, LSD, ecstasy, amphetamine sulphate (speed), magic mushrooms, heroin and cocaine;
- new psychoactive substances (NPS), formerly known as legal highs which contain one or more chemical substances that produce similar effects to illegal drugs and are sold as incense, salts or plant food and marked 'not for human consumption' to avoid prosecution
- other substances such as amyl or butyl nitrite (known as poppers) and unprocessed magic mushrooms.

Electronic cigarettes on school premises:

- 4.2 Electronic cigarettes are battery-powered vapour inhaler devices that generally contain nicotine, along with propylene glycol and glycerine. They were developed as an alternative to tobacco products.
- 4.3 Although we perceive electronic cigarettes to be less harmful than tobacco, there are concerns about their safe use, particularly when children and young people use them, because the electronic cigarette market is unregulated.
- 4.4 The school prohibits electronic cigarettes on the school premises, in line with tobacco products.

5. THE SCHOOL'S STANCE TOWARDS DRUGS, HEALTH AND THE NEEDS OF PUPILS

- 5.1 The school is committed to ensuring as far as possible the health and safety of its members and will take action to safeguard their well-being. The first concern in managing drugs is therefore the health and safety of the school community and meeting the pastoral needs of pupils.
- 5.2 The unauthorised possession, use or supply of illegal and other unauthorised drugs (and alcohol) or drugs paraphernalia within school premises is unacceptable. Clear protocols and expectations relating to the management and reporting of drugs incidents within school are set out within the policy.
- 5.3 The school regards the use of drugs in school as a child protection issue and treats it with the utmost seriousness. Pupils involved in drugs may have a harmful influence upon some of the more vulnerable pupils. The school is in loco parentis and therefore has the duty to take whatever measures it can within its power to protect pupils in its care from the use of drugs, from being offered or sold drugs and from the bad example set by those who use drugs.
- 5.4 The school will report all incidents involving controlled substances to the Police School Liaison Officer to protect the well-being of other pupils (section 10.18). The school will also take whatever action is required to ensure the safety of pupils and the well-being of the school community. Individuals in possession of prohibited substances must, however, be subject to the normal processes of law.
- 5.5 The school is committed to maintaining a close liaison with appropriate external organisations e.g. COMPASS, SAFE, Education Welfare, Social Services, Police School Liaison Officer

6. STAFF WITH KEY RESPONSIBILITY FOR DRUGS

6.1. Headteacher

The Headteacher will ensure that staff and parents are informed about this drug policy, and that the policy is implemented effectively. The Headteacher will also ensure that staff receive training, so that they can teach confidently and handle any difficult issues with sensitivity.

6.2. Assistant Headteacher – Care, Guidance and Support and Heads of Learning

The Assistant Headteacher – Care, Guidance and Support has responsibility for students' emotional health and wellbeing and pupil behaviour and sanctions.

6.3 Heads of Learning

The Heads of Learning have general responsibility for the regular implementation of this policy.

6.4 Personal Development and Careers

The Personal Development and Careers Coordinator will liaise with external agencies regarding the school drug education programme, and ensure that all adults who work with pupils are aware of the school policy and work within this framework. The Personal Development and Careers Coordinator will monitor the policy and report to governors, when requested, on the effectiveness of the policy.

6.5. School staff

Drug prevention is seen as a whole school issue. Every member of staff and all school staff have a part to play in the implementation of the policy.

6.6. Business Manager and Premises Manager

The Premises Manager will support the Business Manager with internal and external risk assessments, as and when necessary. Any drugs and/or drugs paraphernalia which are found by the site staff will be reported to the Business Manager and the Assistant Headteacher (Care, Guidance and Support). The school will report all incidents involving controlled substances to the Police School Liaison Officer to protect the well-being of other pupils and to avoid any liability as a 'manager or occupier' of premises (see section 10.18).

6.7. Governors

As part of their general responsibilities for the strategic direction of the school, governors have a key role to play in the development and regular review of our school's policy on drugs. Governors will be kept informed as to the efficacy of present drug education provision and involved in any changes to existing provision/policy that may need to be made. Governors will contribute to any case conferences called, and take part as necessary in any appeals against exclusions related to drugs incidents.

7. STAFF SUPPORT AND TRAINING

As part of the staff induction programme, staff will have time planned to gain a good understanding of the drugs policy and other related policies. Teachers are provided with training as required to support their delivery of Personal Development Curriculum and extend their confidence in doing so. Training needs are identified for individual staff through the Performance Management system. Staff who attend training are given time at a staff meeting or INSET to disseminate learning.

8. MANAGEMENT OF DRUGS AT SCHOOL AND ON SCHOOL TRIPS

- 8.1 Drug misuse is defined as the use of a substance for a purpose not consistent with legal or medical guidelines (World Health Organization (WHO). Lexicon of Alcohol and Drug Terms Published by the World Health Organization. 2006). Such drugs are prescribed and controlled under the Misuse of Drugs Act 1971.
- 8.2 A substance-related incident is defined as any incident which is suspected to be substance-related by any responsible person affected, occurring within the confines and curtilage of the school premises or featuring within organised school activity, occurring outside the premises and usual school times.
- 8.3 A drug incident is likely to involve suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs. They could fit into the following categories:

- drugs or associated paraphernalia, e.g. Rizlas, pipes, grinders, spoons, bongs or tourniquets are found on school premises (this is not an exhaustive list)
 - a student is found in possession of drugs or associated paraphernalia
 - a student is found to be supplying drugs on school premises
 - a student, parent/carer or staff member is thought to be under the influence of drugs, or exhibiting signs of intoxication or illness
 - disclosure of drug use (either a student or a family member/friend are misusing drugs).
 - information suggesting student(s) involved in substance misuse or illegitimate sale/supply of drugs in the school premises.
- 8.4 The school policy on searches, including personal searches and searches of school and pupils' property is outlined in the school Behaviour Policy, Appendix 2: SEARCHING AND CONFISCATION (Based on DfE Guidance 2012).
- 8.5 In dealing with drug related incidents, the Headteacher's over-riding concern will be the protection of pupils.
- 8.6 It is the primary role of the police to investigate a criminal offence such as those encompassed under the Misuse of Drugs Act. This will run in conjunction with and in support of the school's discipline procedures.
- 8.7 The school will consider each drug-related incident individually, making no assumptions. The school will consider very carefully the implications of any action it may take. The drug involved, its classification (as prescribed by the Misuse of Drugs Act 1971 and amendments) and the reason why the student is in possession of the drug on school premises (possession, possession with intent to supply or supplying controlled drugs) will be significant factors when considering appropriate sanctions. A variety of contextual factors will be taken into consideration. This could include the age of the pupil/s concerned, whether the incident involved one pupil or a group of pupils, whether there is evidence of a pupil or pupils dealing on the school premises and if there is evidence of any peer group pressure. The school will take into consideration the quantities involved, repeat offending and previous character of the pupil/s involved. This list is not exhaustive.
- 8.8 The school will fulfil its legal responsibilities.

9. SANCTIONS

- 9.1 The school has an ongoing duty of care to its pupils. Any response to drug-related incidents needs to balance the needs of the individual pupils concerned with the wider school community.
- 9.2 We recognise that a variety of responses will be necessary to deal with incidents. The school will seek to balance the interests of the pupil involved with those of the rest of the school's population. The school will consider any potential damage to the school's ethos or reputation by breaches of this policy.
- 9.3 The school will explore the relevant factors (Annex C - Drugs Guidance for Schools in Northern Ireland, Revised Edition 2015) to determine the seriousness of the incident and the needs of those involved and then respond appropriately.
- 9.3 Responses may vary from school counselling and support from an external agency (such as Sort it! – COMPASS and SAFE, Enfield) to permanent exclusion where it is clear that a pupil is supplying/selling illegal drugs and the welfare or emotional well-being of other pupils is directly at risk.

- 9.4 Pupils are in the care and control of their parents at the times when they are not at school or on a school trip. It is therefore the responsibility of parents to ensure as far as they are able that their children are protected from exposure to drugs at these times. A child's use of controlled drugs whilst not in the care of the school may not be regarded by the school as a disciplinary offence unless the school considers the actions of the pupil/s to damage the school's ethos or reputation, or the Headteacher forms the opinion, in their absolute discretion, that such behaviour is undermining the school's ability to control drug usage in school by other pupils. The school will work with the parents and external agencies to help educate and provide support for the pupils involved.
- 9.5 The school has a responsibility to investigate incidents in which a pupil supplies or offers controlled drugs to pupils of the school outside school. The school has a legitimate interest in the activities of students outside school where their actions represent a real threat to the welfare or emotional well-being of other pupils of the school.
- 9.6 Where a student has received a conviction or a formal police caution for being involved in the supply of drugs, the school reserves the right to take whatever actions it considers necessary to protect pupils of the school.

10. INVESTIGATION

Substance misuse or supply off the premises:

- 10.1 If a pupil admits misuse or supply off the premises, the Head of Learning should be informed. He or she will take appropriate action in consultation with the Assistant Headteacher (Care Guidance and Support) and/or the Deputy Headteacher (Sixth Form), parents and relevant external agencies.

Substance misuse or supply on the premises (see section 3.3 for definition of premises)

- 10.2 Individual handling of a situation by a member of staff should be avoided. A second member of staff should be present at all times during the investigation.
- 10.3 The Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) should be involved at an early stage.
- 10.4 If a pupil is suspected of being under the influence of drugs or alcohol on school premises, the school will prioritise the safety of the young person and those around them. Guidance for staff in helping to recognise signs of substance use is outlined in Annex B – Recognising Signs of Substance Use (Drugs Guidance for Schools in Northern Ireland, Revised Edition 2015)
- 10.5 If necessary the situation will be dealt with as a medical emergency, First Aid will be administered and medical support sought.
- 10.6 Depending on the circumstances, parents or the police may need to be contacted.
- 10.7 If there is evidence for the presence of drugs on school premises, the school may choose to make use of drug dogs or drug testing strategies in consultation with the local police (DfE and ACPO drug advice for schools, September 2012).
- 10.8 If the child is felt to be at risk the Safeguarding Policy will come into effect and social services may need to be contacted.

10.9 If an allegation of drug/substance misuse is raised, the Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) will meet with the Headteacher and decide upon the appropriate level and nature of investigation, having established the basic details and seriousness of the situation.

Gathering and Recording Information:

10.10 The initial response to a student who wishes to discuss a problem should be positive, sympathetic and non-judgemental. Staff should be conscious that parents and pupils will be offended by accusations of drug use, even if they turn out to be valid.

10.11 Staff should clarify the ground rules for confidentiality before any conversation so that trust is not broken. No one in the school may guarantee confidentiality to a parent or carer and must make it clear that information will be shared if there are concerns about the welfare of a child, even if they do not consent to the sharing of information, and that the school will always act in the best interests of the child.

10.12 No one in the school may guarantee to a child that they will keep a secret and must always make it clear to children in language that is appropriate to the age and understanding of the child, that depending on the nature of the problem, other people and agencies may need to become involved.

10.13 Consideration should be given to when and where the pupil is spoken to. It is important that all information is written down as soon as possible, either during or immediately after the conversation. All records and communication will be kept confidential.

10.14 Other pupils might need to be interviewed to verify or substantiate what has been reported.

10.15 Rumours and hearsay will be investigated and considered. The school will consider the impact on other pupils (friends of the accused) and those directly involved in the rumours.

10.16 A primary outcome of the investigation will be to establish the pupil's need for further support and counselling.

Contacting the Police:

10.17 The police will not normally need to be involved in incidents involving legal drugs, but the school might decide to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area.

10.18 New psychoactive substances (NPS) are designed to mimic the effect of illegal drugs but are structurally different enough to avoid being classified as illegal substances under the Misuse of Drugs Act. Despite being labelled as legal these substances are not always safe to use and often contain controlled drugs making them illegal to possess. New psychoactive substances will be treated as unauthorised substances. If there is uncertainty about what the substance is, the drug will be treated as a controlled drug.

10.19 The school will report all incidents involving controlled substances to the Police School Liaison Officer to protect the well-being of other pupils and to avoid any liability as a 'manager or occupier' of premises, under Section 8 of the Misuse of Drugs Act, 1971 (it is "an offence knowingly to permit the production or supply of any controlled drug on the premises or the preparation or smoking of cannabis or opium on the premises").

10.20 Although there is no legal obligation for the school to inform the police about situations in which illegal drugs are being consumed or sold outside the school campus, the school recognises the need to co-operate with the police to safeguard the health and safety of young people in the area.

11. STORAGE, DISPOSAL AND SAFETY GUIDANCE FOR STAFF

- 11.1 The law permits school staff to take temporary possession of a substance suspected of being a controlled drug to protect a pupil from harm and prevent the pupil committing the offence of possession.
- 11.2 An adult witness should be present when staff confiscate the substance and the school should keep a record of the details.
- 11.3 The teacher should, using appropriate safety precautions, take the suspected substance and any associated equipment and/or paraphernalia to the Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) as soon as possible.
- 11.4 The Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) will arrange for its safe storage until the school can hand it over to the Police School Liaison Officer to identify whether it is a controlled substance.
- 11.5 School staff should not attempt to analyse or taste an unidentified substance.

12. MANAGING PARENTS/CARERS UNDER THE INFLUENCE OF DRUGS ON SCHOOL PREMISES.

- 12.1 If a parent or carer arrives at school to collect a child and appears to be under the influence of alcohol or another substance, the pupil will be discretely detained in an office and the Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) will be called. If they are not immediately available another member of the Senior Leadership Team will be called.
- 12.2 The Assistant Headteacher (Care, Guidance and Support) and/or the Deputy Headteacher (Sixth Form) will assess the situation and decide whether the pupil can be released to the parent or carer.
- 12.3 The pupil will only be released to their parent or carer once the school are satisfied that it is safe to do so.
- 12.4 If the decision is taken that the pupil should not be released to the parent/carer, the school will contact another relative to come and collect the child.
- 12.5 The parent or carer will be asked to come into the school to quietly discuss the school's concerns.
- 12.6 The school will contact social services in line with the school's Safeguarding and Child Protection Policy.
- 12.7 If the parent or carer becomes violent, tries to forcibly remove the child or intends to drive while under the influence, the Police School Liaison Officer will be contacted (and if not immediately available, the school will call the police using 999).
- 12.8 A detailed report of the incident including action taken will be recorded and the Chair of Governors will be informed as appropriate.

13. MANAGING STAFF UNDER THE INFLUENCE OF DRUGS/ALCOHOL AT SCHOOL

- 13.1 Staff have a duty of care to inform a member of SLT if they have concerns about another staff member; this will then be dealt with by the Headteacher or a Deputy Headteacher in line with the Model Code of Conduct Policy
- 13.2 Necessary support and any sanctions will be applied.

14. MANAGING VISITORS UNDER THE INFLUENCE OF DRUGS/ALCOHOL AT SCHOOL

- 14.1 If a visitor using the school facilities appears to be under the influence of alcohol or another substance, the named person hiring the facility will be responsible for contacting the Event Manager for assistance. The Event Manager will be responsible for asking the visitor who appears to be under the influence of alcohol or another substance to leave the school premises.
- 14.2 If the visitor does not voluntarily leave the school premises or becomes violent, the Event Manager will call the police using 999.
- 14.3 A detailed report of the incident including action taken will be recorded and sent to the Business Manager. The Chair of Governors will be informed as appropriate.

15. REFERRAL AND EXTERNAL SUPPORT

- 15.1 Heads of Learning and the Assistant Headteacher (Care Guidance and Support) and/or the Deputy Headteacher (Sixth Form) are responsible for referral to agencies.
- 15.2 Students are made aware of the various internal and external support structures. Local support services and national helplines are advertised in the school planner, via notice boards, as part of the Personal Development Curriculum (PDC), via the School Counsellors and through School and Year Assemblies.
- 15.3 Information is available from Head of Learning for individual students or parents as and when required.
- 15.4 Whilst drug misuse will continue to be treated as an extremely serious disciplinary offence, following an incident where a student remains in or returns to school, opportunities will be provided for the student to learn from their mistakes and develop as individuals.

Opportunities include:

- review with parents/carers after the incident
- further drugs education
- targeted support on a one to one basis
- possible case conferences
- referral to an outside agency (Annex A – Useful Organisations)

Annex A – Useful Organisations

Addaction is one of the UK's largest specialist drug and alcohol treatment charities. As well as adult services, they provide services specifically tailored to the needs of young people and their parents. The Skills for Life project supports young people with drug misusing parents.

Website: www.addaction.org.uk

ADFAM offers information to families of drug and alcohol users, and the website has a database of local family support services.

Tel: 020 7553 7640 Email: admin@adfam.org.uk Website: www.adfam.org.uk

Alcohol Concern works to reduce the incidence and costs of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems

Tel: 020 7264 0510. Email: contact@alcoholconcern.org.uk Website: www.alcoholconcern.org.uk

ASH (Action on Smoking and Health) A campaigning public health charity aiming to reduce the health problems caused by tobacco.

Tel: 020 7739 5902 Email: enquiries@ash.org.uk Website: www.ash.org.uk

Children's Legal Centre operates a free and confidential legal advice and information service covering all aspects of law and policy affecting children and young people.

Tel: 01206 877910 Email: clc@essex.ac.uk Website: www.childrenslegalcentre.com

Children's Rights Alliance for England - A charity working to improve the lives and status of all children in England through the fullest implementation of the UN Convention on the Rights of the Child.

Email: info@crae.org.uk Website: www.crae.org.uk

Drinkaware - An independent charity that promotes responsible drinking through innovative ways to challenge the national drinking culture, helping reduce alcohol misuse and minimise alcohol related harm.

Tel: 020 7307 7450 Website: www.drinkaware.co.uk/

Drinkline - A free and confidential helpline for anyone who is concerned about their own or someone else's drinking.

Tel: 0800 917 8282 (lines are open 24 hours a day)

Drug Education Forum – this website contains a number of useful papers and briefing sheets for use by practitioners:

Website: www.drugeducationforum.com/

DrugScope is a centre of expertise on illegal drugs, aiming to inform policy development and reduce drug-related risk. The website includes detailed drug information and access to the Information and Library Service. DrugScope also hosts the Drug Education Practitioners Forum.

Tel: 020 7520 7550 Email: info@drugscope.org.uk Website: www.drugscope.org.uk

Family Lives - A charity offering support and information to anyone parenting a child or teenager. It runs a free-phone helpline and courses for parents, and develops innovative projects.

Tel: 0800 800 2222 Website: <http://familylives.org.uk/>

FRANK is the national drugs awareness campaign aiming to raise awareness amongst young people of the risks of illegal drugs, and to provide information and advice. It also provides support to parents/carers, helping to give them the skills and confidence to communicate with their children about drugs.

24 Hour Helpline: 0800 776600 Email: frank@talktofrank.com Website: www.talktofrank.com

Mentor UK is a non-government organisation with a focus on protecting the health and wellbeing of children and young people to reduce the damage that drugs can do to their lives.

Tel: 020 7739 8494. Email admin@mentoruk.org Website: www.mentoruk.org.uk

National Children's Bureau promotes the interests and well-being of all children and young people across every aspect of their lives.

Tel: 020 7843 6000 Website: www.ncb.org.uk

Re-Solv (Society for the Prevention of Solvent and Volatile Substance Abuse) A national charity providing information for teachers, other professionals, parents and young people.

Tel: 01785 817885 Information line: 01785 810762

Email: information@re-solv.org Website: www.re-solv.org

Sort It! Compass - Enfield - delivering the young people's drug and alcohol support service in Enfield.

Sort It! Compass is a completely confidential and free service which aims to support young people in living healthy lives and experiencing positive outcomes.

Tel: 020 8360 9102 Email: sortitenfield@compass-uk.org Website: <http://www.compass-uk.org/compass-enfield-young-people>

Smokefree - NHS Smoking Helpline: 0800 169 0 169 Website: <http://smokefree.nhs.uk>

Stars National Initiative offers support for anyone working with children, young people and families affected by parental drug and alcohol misuse.

Website: www.starsnationalinitiative.org.uk

Youth Offending Teams – Local Youth Offending Teams are multi-agency teams and are the responsibility of the local authority, who have a statutory duty to [prevent offending by young people under the age of 18.

Website: <https://www.gov.uk/youth-offending-team>

Annex B – Recognising Signs of Substance Use (Drugs Guidance for Schools in Northern Ireland, Revised Edition 2015)

What to look out for If someone is having a bad time on drugs, they may be:

- anxious;
- tense;
- panicky;
- overheated and dehydrated;
- drowsy; or
- having difficulty with breathing.

What to do:

The first things you should do are:

- stay calm;
- calm them and be reassuring, don't scare them or chase after them;
- try to find out what they've taken; and
- stay with them.

If they are anxious, tense or panicky, you should:

- sit them in a quiet and calm room;
- keep them away from crowds, bright lights and loud noises;
- tell them to take slow deep breaths; and
- stay with them.

If they are really drowsy, you should:

- sit them in a quiet place and keep them awake;
- if they become unconscious or don't respond, call an ambulance immediately and place them in the recovery position;
- don't scare them, shout at them or shock them;
- don't give them coffee to wake them up; and
- don't put them in a cold shower to 'wake them up'.

If they are unconscious or having difficulty breathing, you should:

- immediately phone for an ambulance;
- place them into the recovery position;
- stay with them until the ambulance arrives; and
- if you know what drug they've taken, tell the ambulance crew; this can help make sure that they get the right treatment straight away.

Annex C - Drugs Guidance for Schools in Northern Ireland, Revised Edition 2015

Principals are responsible for deciding how to respond to particular incidents, taking account of factors such as:

- the age of the pupil concerned;
- whether the incident involved one pupil or a group of pupils;
- whether there has been evidence of particular peer group pressure; and
- the level of involvement.

Schools should explore the relevant factors to determine the seriousness of the incident and the needs of those involved and then respond appropriately.

The school should consider, for example:

- Does the pupil admit or deny the allegations?
- Is this a first offence?
- Is the substance legal or illegal?
- What quantity of the substance was involved?
- What was the pupil's motivation?
- Is the pupil knowledgeable and careful or reckless about their own or others' safety?
- Does the pupil have a parent or carer or family member who is misusing drugs?
- Does the pupil know and understand the school policy and school rules?
- Where does the incident appear on a scale from 'possession of a small quantity' to 'persistent supply'?
- If the school suspects the pupil of supplying, how much was supplied and was the pupil coerced into the supply role or the one 'whose turn it was' to buy for others, or is there evidence of organised or habitual supply?

Schools should develop a repertoire of responses, incorporating both sanctions and counselling and potentially guiding young people towards appropriate treatment and support.

These responses should reflect different kinds of drug-related offences such as:

- being under the influence of alcohol or a controlled drug;
- possession of alcohol for individual use or selling or sharing with other pupils;
- possession and/or possession with the intent to supply a controlled drug; and
- supplying a controlled drug, either giving or selling to someone else.

Although there is no legal distinction between supply with or without money, schools may make a distinction in their disciplinary responses. The school must always consider the needs of individual pupils and have appropriate interventions and support mechanisms in the school's Child Protection and Safeguarding Policy.

Schools should develop a range of options for responding to the identified needs of those involved in a drug-related incident. Whatever response the school puts in place, it should always aim to give pupils the opportunity to learn from their mistakes and to develop as individuals.

The school should be able to justify any sanction it imposes, according to:

- the seriousness of the incident;
- the identified needs of the pupil, which are most important under such circumstances;
- the needs of other pupils, the school and the community;
- the published school rules and expectations; and
- disciplinary action for breaches of other school rules (such as theft, violence or bullying).

Schools should take into account whether a pupil involved in an incident has previously displayed good discipline and engagement with the school, and how the proposed sanction might affect the pupil's educational outcomes. Are there other issues ongoing in a young person's life that perhaps leaves them more vulnerable to influence from others or to making poor choices? In some cases, it would be more appropriate for a school to permit a pupil to remain for a period to complete their current studies, than to proceed with their immediate exclusion.

Behavioural contracts

In the case of serious breaches of discipline or while the school is investigating a suspected drug-related incident, it may draw up a behavioural contract and agree it with the pupil and the parent or carers. The contract should clearly set out the terms allowing the pupil to remain at school and include monitoring their progress. The school may have to withdraw the pupil from normal contact with peers during the school day for a fixed period at first, until their behaviour has improved. This approach may require additional support from outside agencies to help facilitate change .