Drugs & Alcohol Policy & Procedure

Policy Established: February 2016
Policy to be Reviewed: February 2018, or sooner if legislation or circumstance dictates.

Background and Context

The purpose of this Alcohol and Drugs Policy is to:

- Clarify the legal requirements and responsibilities of Richmond School.
- Reinforce and safeguard the health and safety of students and others who use the School.
- Clarify Richmond School’s approach to drugs for all staff, students, governors, parents/carers, agencies and the wider community.
- Give guidance on developing, implementing and monitoring the drug education programme.
- Enable staff to manage drugs on Richmond School’s 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 Richmond 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.
- As part of the statutory duty on schools to promote students’ wellbeing, they have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

Drugs & Alcohol Policy

This policy will apply to

- This policy applies at all times to the school buildings and grounds and is equally applicable to:
  - students
  - staff
  - volunteers
  - governors
  - adults, including parents
  - visitors
  - contractors
  - those using our facilities as part of our Community Sport or adult education
  - those hiring our buildings and grounds
  - others who come onto the school site on occasion, for whatever purpose
  - those undertaking activities with students for which the school is responsible
  - any form of transport used specifically for school purposes.

Definition and Terminology

For the purpose of this policy the following definition of a drug will apply:

- All illegal drugs (those controlled by the Misuse of Drugs act 1971).
- All legal drugs, including alcohol, tobacco, volatile substances, alkyl nitrates (poppers) and novel psychoactive substances (legal highs).
All over the counter and prescription medicines (misuse of).

It is recognised that there is no such thing as a safe drug and any drug use has associated risks and benefits. For simplicity we refer to “drug use” as the use of any drug legal or otherwise and “drug misuse” as drug use which leads or has led to a student or other person experiencing social, psychological, physical or legal problems related to intoxication or regular excessive consumption and/or dependence upon their drug(s) of choice. Problematic substance misuse is where the individual has little control over their behaviour, they are frequently and regularly under the influence of a substance and they present as a problem for themselves or the environment in which they exist.

We refer to drug incidents as situations or specific events involving a suspected or proven drug in unauthorised possession or use by anyone covered by this policy, which includes adults as well as students, in any situation for which Richmond School is ultimately responsible.

Richmond School’s Stance on Drugs and Alcohol
Richmond School does not permit the misuse of drugs, nor the use or presence of unauthorised drugs on site or associated with any activity, anywhere, for which Richmond School is responsible.

Medicines may be authorised to be brought onto site by students or their parents/carers, but only by prior and recorded arrangement in accordance with our “Managing Medicines in School” Policy.

Alcohol in sealed containers may only be brought on the premises by prior arrangement for special functions authorised by the governors, or the Headteacher via delegated powers. Alcohol must only be handled by adults over the age of 18. It must be securely stored and removed from the premises as soon as practicable after the event.

Drug incidents will be dealt with fairly, with the well-being and health and safety of the whole school community being paramount as well as acknowledging the pastoral needs of individual students.

Roles and Responsibilities:

Governors
Governors will be responsible for:

- ensuring that an up to date policy for drug education and managing drug incidents is maintained and disseminated to all staff and is accessible to all interested parties, including parents/carers.
- Ensuring that the policy clearly references any on-site drug and alcohol support that is available for students to access
- Be responsible for ensuring that a copy of the main elements of the policy, written in a manner that students will understand, is also displayed or is accessible to them.
- In co-operation with the Headteacher, involve families, students, health and other professionals to ensure that the drug and alcohol curriculum addresses the needs of students, local issues and trends.
• Continue its involvement through regular evaluation of provision and policy. This will be achieved by termly discussion between the governor who has responsibility for safeguarding and an annual written report to the Governing Body.

Headteacher
The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including teaching and learning. The Headteacher’s responsibilities in respect of drugs and alcohol are to:
• Provide a safe place of work for all staff and students and as such take responsibility for this policy, its implementation, and for liaison with the Governing Body, parents, Local Authority (LA) and appropriate outside agencies.
• Work with governors to ensure compliance with Government legislation.
• Liaise with the LEARNING 4 LIFE Co-ordinator to ensure the effective delivery of the drug and alcohol education within the curriculum and to ensure that it is being monitored.
• Keep the Governing Body fully informed of provision, issues and progress around drugs and alcohol, through regular delegated meetings with the governor who has responsibility for safeguarding and an annual report to the full Governing Body.
• Act upon any concerns which may arise from students’ drug and alcohol behaviours.
• Have regard to the fact that parents have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents, and therefore, it will be handled with care and consideration. The Headteacher will consider if there are any special circumstances, which may temper this right.
• Invite the Police and Drugs Team (including dogs) into School as part of our Drugs Awareness Education Programme.

Learning 4 Life Co-ordinator
Richmond School has a Co-ordinator for Learning 4 Life who is responsible for all aspects of the subject including education on drugs and alcohol. In respect of drugs and alcohol, responsibilities are to:
• Ensure the implementation and quality of long term and medium term schemes of work for Learning 4 Life that incorporates education on drugs and alcohol.
• Ensure that all staff are confident in their skills to teach and discuss issues related to drugs and alcohol.
• Consider the needs of all students, and to achieve this, recognise that the school might need to address some specific issues.
• Consult with students to inform provision around drugs and alcohol.
• Access appropriate training.
• Monitor and advise on drug and alcohol curriculum organisation, planning and resource issues across the School.
• Ensure procedures for assessment, monitoring and evaluation are included.
• Liaise with any service provision to support aspects of drugs and alcohol.
• Contribute to the review/updating of the Drugs Policy on a two year cycle or sooner if necessary.

Students
• Students are not allowed to bring drugs into School or whilst engaged in any off-site activity representing Richmond School, for example any educational visits, trips abroad and work experience.
• Students should not take drugs or consume alcohol whilst travelling to or from school or when in Richmond School uniform.
• Students who are aged 18 or over and are involved in school activities/visits may partake in the sensible drinking of alcohol if they are in the company of a responsible adult and have been given written permission to do so by their parent/carer (through the School’s Permission Slip).
• Students should be asked to contribute to the review of the Drugs Policy through feedback about the education provided and if it is meeting their needs. This will be done through the Student Voice.
• If a drug incident does happen on school premises in which students have been involved, they will be allowed an opportunity to feedback on how the incident was managed.

Parents/Carers
• Are responsible for ensuring that guidelines relating to medication in School are followed.
• Should keep the School informed of any drug/alcohol related concerns relating to their child(ren).
• Those who are acting as volunteers for school activities must adhere to the same requirements as staff regarding the consumption of alcohol and/or drugs.

Designated and the Whole Staff Team
• To ensure a consistent approach to managing a drug incident, the Senior Designated Person has been identified as the key member of staff to manage any drug incident that happens on the school site.
• The Senior Designated Person will have access to drug and alcohol training to support his/her role.
• The Senior Designated Person or the Headteacher will inform the Police about any drug or alcohol related incident, if he/she deems it appropriate to do so.
• Staff must report for work, and remain throughout the working day in a fit and safe condition to undertake their duties and ensure that their performance at work, whether that be in School or whilst involved in a school trip/educational visit, and their judgement are never impaired by alcohol or drugs. In particular, employees must ensure that their consumption of alcohol does not threaten the safe performance of their duties and that their behaviour never puts themselves or others at risk. Any employee who is subject to on-call arrangements must also ensure they are in a fit and safe condition during the on-call period.
• Drugs misuse is a whole school issue, therefore all staff, both teaching and non-teaching, will be aware of the Policy and how it relates to them, should they be called upon to deal with a drug-related incident. This includes lunchtime supervisors, maintenance/site and cleaning staff.
• All new staff will be made aware of the Drugs Policy and Procedures. Staff training needs around drugs will be assessed every two years to ensure staff are up-to-date about drugs issues, including signs and symptoms, paraphernalia and how to respond to a drug related incident.
• Additional training needs for those staff contributing to drugs education in the curriculum will be made known to the LEARNING 4 LIFE co-ordinator.
• Staff will have access to continuing professional development opportunities for drug education and it will be outlined how this learning will be cascaded to others.
Maintenance/Site Team
- Members of the Maintenance/Site Team will regularly check the school premises – any substances or drug paraphernalia found will be recorded and reported to the designated member of staff and dealt with in accordance with this Policy.

External Agencies
- Whilst the responsibility for organising and delivering most, if not all, of the drug and alcohol curriculum rests with the School, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing classroom behaviour. The Partners in School Form (see Appendix 2) will be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, the learning processes to achieve these, and that the work will be tailored to the target audience.
- A teacher will be present when an external contributor is working with students.
- All external visitors should have a DBS check.

Other Associated Policies

This Policy links to
- School Medicines Policy
- Behaviour and Rewards Policy
- Health and Safety Policy
Procedures & Guidance for Staff to Support the Drugs & Alcohol Policy

Section 1

Parents
Evidence shows parents are one of the single biggest influences on young people’s drug and alcohol behaviours, but parents state they lack knowledge about drugs and confidence about their knowledge of drugs. Parents also appear unsure about where their responsibilities as drug educators stop and the School’s responsibilities begin.

Many parents can be unaware that schools undertake to educate their children about illegal drugs. Parents need to be informed about and encouraged to support the School’s drug education programme, and be given access to the Drugs Policy and Procedures. The School plays its part in ensuring that parents have up-to-date information regarding drugs. Parents should be made aware of the FRANK website and supporting materials.

Young people’s drug and alcohol support services - Compass REACH Risk Taking Behaviour Service
Some students engaged in risk taking behaviours related to drugs and alcohol may at times require further support from the Risk Taking Behaviour Service. The School may consider referring the student, with their consent, to the service. The School will allow its premises to be used for any approved targeted intervention work with the student(s).

Compass is able to provide the full range of specialist interventions required by students who have been screened as having moderate or high levels of need with regard to their substance misuse and/or sexual health.

To access an up-to-date referral or to discuss a referral, contact:
Compass REACH
Insite Youth Support Centre
159-160 High Street
Northallerton
DL7 8JZ
E-Mail – NYRBS@compass-uk.org
Telephone Number – 01609 777662
Freephone Number – 0800 008 7452

Guidance from the National Treatment Agency (Department of Health) about Parental Consent
Services can offer advice and information about drugs to children and young people without the consent of a parent. However, in line with the Children Act, it is good practice to involve the parents in any interventions that follow a comprehensive assessment.
Usually, young people over 16 should be able to consent to treatment and confidentiality. The Fraser guidelines (1999) identify that young people under the age of 16 can consent to medical advice and treatment, provided that:

- They understand the advice and have the maturity to understand what is involved
- The professional cannot persuade them to inform the person who holds parental responsibility or allow the professional to inform that person
- Their physical or mental health will suffer if they do not have treatment
- It is in their best interests to give such treatment without parental consent
- In the case of contraception or substance misuse, young people will continue to put themselves at risk of harm if they do not have advice or treatment (Fraser guidelines (Mental Health Act 1983 Code of Practice 1999) quoted in SCODA 2000)

All services should have guidelines identifying competencies for staff who are required to assess a young person’s ability to consent to treatment or a confidentiality agreement.

The guidelines should also agree the process for a multidisciplinary case discussion, for circumstances where an under 16 is deemed to be able to consent to their own treatment or not involving people with parental responsibility.

Source: Young People’s Substance Misuse Treatment Services – essential elements, June 2005.

Additional information from Compass REACH Risk Taking Behaviour Service about parental consent

- The young person should be encouraged to involve their parents. However if they do not want to do so and they meet the above criteria then a referral can be made without parental consent.
- North Yorkshire Risk Taking Behaviour Service will work actively with the young person to encourage parental involvement in their treatment, as this will often result in an improved outcome.
- Schools should have an up to date drug and alcohol policy that sets out what support services young people can access in school. E.g. School Nurse, Targeted Youth Support Adviser and that there may be occasions when a referral is made without parental consent. This policy should be made available to parents.
- Safeguarding and the best interests of the young person are paramount, particularly if they are engaging in risk taking behaviour and require support to address this.

Section Two
Planned drug education curriculum, staff training and work with external agencies.

Aims and Objectives of Drug Education
“Drug education should provide opportunities for students to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating to their own and others’ actions” (Drugs: Guidance for Schools DCFS 2004).
Increase student’s knowledge and understanding and clarify misconceptions about:

- The short and long term effects and risks of drugs.
- The rules and laws relating to drugs.
- The impact of drugs on individuals, families and communities.
- The prevalence and acceptability of drug use among peers.
- The complex moral, social, emotional and political issues surrounding drugs.

Develop student’s personal and social skills to make informed decisions and keep themselves safe and healthy:

- Assessing, avoiding and managing risk.
- Communicating effectively.
- Resisting pressure.
- Finding information, advice and help.
- Devising problem solving and coping strategies.
- Developing self-awareness and self-esteem.

Enable students to explore their own and other people’s attitudes towards drugs, drug use and drug users, including challenging stereotypes and exploring media and social influences.

Drug education is part of PSHEe and also National Curriculum Science and is time-tabled across the year groups.

Research has shown that the most effective drug education utilises a variety of teaching and learning styles and students are most engaged when actively involved rather than passively listening. Our programme will therefore will have an emphasis on inter-active work and will engage students in critical thinking, discussing, sharing views and opinions, exploring attitudes and values, researching, reflecting on and applying knowledge and understanding about substance use and misuse. Establishing a safe learning environment and using third-person distancing techniques will be encouraged so that students will better appreciate that substance use and misuse involves making choices, taking responsibility and predicting or accepting consequences.

Drug education is delivered by teachers, and from time to time with support from partners including the police and health professionals. To ensure best practice we require visitors to complete a, Partners in School Form, (Appendix 2), which should be done in conjunction and discussion with either the PSHEe co-ordinator or the relevant teacher. We always require teachers to be present throughout any contributions from visitors. Unsolicited requests from organisations or individuals to come and work with students on drug issues will be passed to the PSHEe co-ordinator.

If students ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis. If the teacher judges it necessary the student could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this should be notified.

We are aware that some students and families may have different beliefs and behaviours towards drugs, especially alcohol and we will take this into account when using materials and in inter-active work and ensure that differences of opinions are respected. Where we know that a student’s home
circumstances make it likely that they may be either more knowledgeable about drugs or need more support then we will monitor the situation. Resources will be chosen based on the needs of the students and the values and ethos of the school.

Section Three
Managing drug-related incidents which includes identifying sources of support for students and alternatives to exclusions.

Use in conjunction with the flowcharts from page 20 to 26. They provide a framework for dealing with incidents surrounding suspicions, observations, disclosures or discoveries of situations involving drugs. It could fit into the following categories:

- Drugs or associated paraphernalia are found on school premises.
- A student is found in possession of drugs or associated paraphernalia.
- A student is found to be a recognized source of supply of drugs on school premises.
- A student is thought to be under the influence of drugs on school premises.
- Allegations or suspicions of use off school premises.
- Rumour of substance use or misuse in school.
- A student disclosures that they are misusing drugs or a family member/friend is misusing drugs.
- A parent/carer is thought to be under the influence of a substance on the school premises.

What to do in the event of finding a drug or suspected illegal substance

- Take possession of the drug/substance ideally with an adult witness present and inform the designated senior member of staff with responsibility for the drugs policy and all drug issues within the school. Staff are permitted to take temporary possession of what may be an illegal drug for the purpose of preventing an offence being committed or continued in relation to that drug.
- In the presence of an adult witness the article should be packed securely and labelled with the date, time, quantity (e.g. two cannabis joints, packet of powder equivalent to the size of fifty pence piece) and place of discovery.
- The package should be signed by the person who discovered it and the witness and stored in a secure place, such as a safe or other lockable container with access limited to senior members of staff.
- If the drug/substance was not discovered on a person or in their possessions assess the area where the drug/substance was found to establish if any students have passed through the area and may have picked up/ taken the substance. Speak to relevant staff, perhaps make students aware and parents if necessary. Watch for any unusual behaviour in the students.
- Arrangements should be made to hand the package over to police unless there is a ‘good reason’ for not doing so. The governments guidance for schools on drugs, January 2012 states that in determining what is a ‘good reason’ for not delivering controlled drugs to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized item. Staff should not attempt to analyse or taste any found substance. If the police are informed they will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the student(s) from whom the drugs were taken but it is advisable to do so.
• Record full details of the incident, including the police incident reference number.
• Inform parents/carers, unless this is not in the best interests of the student(s).
• Identify any safeguarding concerns and develop a support and disciplinary response. A school’s response to a drug incident should be consistent with the ethos of the school and a range of supporting policies, in particular the Behaviour policy and Health and Safety policy. Responses to any drug incident should be proportionate, balancing the needs of the individual with those of the wider school community. The aim should be to provide students with opportunities to learn from their mistakes, develop as individuals and re-engage with the learning process to fulfil their potential.
• Consider making a referral to the Risky Behaviours Service, Compass. Compass will see young people who have been found with/using substances on school premises, even if it does not meet the threshold for a normal referral to this service.

Want to Do In the event of discovering a hypodermic needle
• The incident should be recorded in the Health and Safety Book and the following procedure should be followed in order to protect all persons:
  • If possible do not attempt to pick up the needle but if deemed necessary an adult should do it with care, with gloves on and place the needle in a container that cannot be pierced e.g. a biscuit tin.
  • Or cover the needle with a bucket or other container.
  • Cordon off the area to make it safe.
  • Inform the designated senior member of staff with responsibility for all drug issues within the school and/or maintenance/site officer
  • Contact the necessary service who will take the needle away.

What to do in the event of finding or suspecting a student is in possession of a drug
The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of protecting a student from harm and to prevent an offence committed in relation to that drug:
• Request that the student hand over the article(s) preferably in front of another adult witness.
• Having taken possession of the substance/paraphernalia, the procedure should be followed as above (finding a drug or suspected illegal drug).

Searching and Confiscation
(Further information available in the document; Screening, searching and confiscation. Advice for Headteachers, staff and governing bodies. DfE 2012)
Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Headteachers can decide not to use these powers. Prohibited items include drugs and alcohol. Authorised members of staff have the power to search where a student refuses a reasonable request to, for example, turn out their pockets, but this does not impose any duty upon members of staff to carry out a search.
• Schools should make it clear in their school policies and in communications to parents/carers and students that alcohol and drugs are banned items.
• A person can only carry out a search if it is the Headteacher of the school or they have been authorised by the Headteacher to carry out the search. Staff can refuse to carry out searches.
School staff are not legally required to undergo any training prior to being authorised by the Headteacher to search students.

Teachers have to have reasonable suspicion that the student has a prohibited item and the search should take place on school property, or where the member of staff has lawful charge of the student, for example on school trips or in training settings in England (the powers only apply in England).

The person searching must be the same sex as the student and it must be carried out in the presence of another member of staff. Where reasonably practicable they should also be the same sex as the student.

The student may not be asked to remove any clothing other than outer clothing (clothing not touching skin or underwear).

Possessions means any goods over which the student has or appears to have control – this includes desks, lockers and bags. Student’s possessions can only be searched in the presence of the student and another member of staff.

The school does not require the consent of a parent/carer to carry out a search nor do they need to inform parents when a search has been carried out. There is no legal requirement to make or keep a record of a search. Though it would be good practice to do so.

The power allows school staff to search for substances they reasonably believe are illegal but which may, after testing, be found to be legal.

If alcohol is found it can be retained or disposed of. Disposing of alcohol does not include returning it to the student.

If drugs are found they must be handed to the police unless there is ‘good reason not to’. In this instance they must be disposed of if it is safe to do so and will not put anyone at risk. If it is unclear if they are legal or illegal they should be treated as illegal. In determining what is a ‘good reason’ for not delivering controlled drugs to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized item.

Procedures for managing a student suspected to be under the influence of a drug or substance

Stay calm, place student in a quiet area. Do not leave them unsupervised, seek medical advice, if the child is drowsy or unconscious place in recovery position, loosen tight clothing and attempt to establish what child has taken. Any suspected substances should travel with the student if removed for treatment. Vomit should be safely collected where possible and also taken with the student (for analysis). Contact the student’s parents/carer.

Procedures for managing a parent/carer suspected to be under the influence of a substance when collecting their child(ren) and parental use of substances

The use of drugs by parents does not in itself necessarily mean that they are poor, uncaring or incompetent parents or that their children are at risk of abuse or neglect.

Whether teachers or other education staff should intervene in a situation where parents are suspected or known to be using drugs, including alcohol, in ways that might be harmful to their children will depend on a child being judged to be suffering significant harm. The focus of attention is the individual child or young person and it is their welfare that is paramount to any action that is taken.

If a member of staff has concerns about a parent or carer’s drug/alcohol misuse they should immediately inform the senior member of staff within their establishment that has responsibility for safeguarding. This designated individual will decide on the information available and after,
where appropriate, consultation with parents and a Local Authority officer with responsibility for Safeguarding, how to proceed.

- However, there may be occasions where an immediate, urgent call needs to be made to the police (999) because it is judged that a child or another person (including yourself) may be imminently at risk of serious danger. Examples include:
  ✓ Where an intoxicated parent is behaving violently or is threatening violence such that the belief is that the threats may be carried out thus compromising the immediate safety or care of a child, or;
  ✓ Place others in danger by driving a car whilst unfit through drink or drugs

- It is important that staff do not generalise or make assumptions, rather that information about each case is assessed given regard to individual circumstances and the impact on the child or young person. A number of factors will need to be considered, including what ‘protective factors’ are in place i.e. arrangements to ensure the health, welfare and safety of the child.

- It is however also important to recognise that drug and alcohol misusing parents are a high-risk group. They are often faced with multiple and complex difficulties which may adversely affect the child e.g. financial, housing, relationships, social integration and support, health, issues relating to criminality. At all times decisions should be made with regard to the principle that the child's welfare is paramount.

**Suspected drug use off the school premises**
(See also Guidance for governing bodies on behaviour and discipline: The power to discipline beyond the school gate available at www.education.gov.uk)

Under the DfE guidance on behaviour and discipline schools should consider their response to incidents that happen outside the school gate where they could have repercussions for the orderly running of the school:

  ✓ Poses a threat to another student or member of the public.
  ✓ Could adversely affect the reputation of the school.

In all of these circumstances the Headteacher should also consider whether it is appropriate to notify the police in their local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding

**When to contact the Police**
There is no obligation on schools to inform the police about drug-related incidents or to disclose the name of a student involved in a drug incident on their premises if there is a ‘good reason not to’. In determining what is a ‘good reason’ for not contacting the police, the member of staff should take into account all relevant circumstances and use their professional judgement. If a student is found in possession of and/or believed to be supplying suspected illegal drugs on the school premises it is good practice to inform the police as a school cannot knowingly allow its premises to be used for ‘administering or using a controlled drug, which is unlawfully in a person’s possession’.

The Police have a duty to uphold and enforce the law. However, for school staff and other partners as well as the police, there are further priorities for those dealing with drug-related offences and matters related to alcohol, tobacco and volatile substances on school premises.
These priorities include:

- The welfare of the student or students involved.
- The safety of staff and other students.
- The seriousness of the offence.
- Identification of substances.

Students found in possession of illegal drugs on school premises might not be arrested, but should be assessed, and referred to the Compass Risk Taking Behaviour Service, as appropriate, and dealt with through the school own disciplinary procedures. The school should keep a record of any decisions made.

If police attend an incident at a school an appropriate adult should always be present during interviews, e.g. parent/carer, teacher, social worker etc. Every effort must be made by the school to contact parents/carers before their child is interviewed and to invite them to attend immediately unless a professional judgement has been made that to do so may jeopardise the welfare of the student.

If formal action is to be taken against a student police will normally arrange for the student to attend a local police station with their parents/carers. Only in exceptional circumstances would an arrest be made on school premises. When it has been agreed to record an incident as a crime following discussions with the designated member of staff at the school who manages drug incidents a detailed record is made by both the school and the officer of the actions taken.

The use of drugs “sniffer” dogs in schools is currently not recommended for searches where there is no evidence for the presence of drugs on school premises - a view shared by the police. Where there is evidence of illegal drug use on school premises police officers may obtain a warrant to search, using dogs, although this will normally be with the fore-knowledge and co-operation of the head teacher unless operational requirements dictate otherwise. It is not advised that schools request visits by passive search dogs for educational purposes but if this option is chosen careful consideration should be given to individual and cultural sensitivities in the context of diversity and inclusion.

If your school is concerned about people dealing illegal substances upon or near your school premises also contact the police.

Local Trading Standard officers can be contacted if your school is concerned about the illegal selling of tobacco and/or alcohol and/or solvents.

**Limits of Confidentiality**

It is the responsibility of the school to support its students and to carry out its functions with a view to safeguarding and promoting the welfare of students. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst students have the same rights to confidentiality as adults no student should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school’s senior member of staff, with designated responsibility for Safeguarding. The Designated person will then, in line with the School’s Safeguarding policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Students should be informed about the remit of confidentiality and that teachers cannot offer or guarantee students unconditional confidentiality.
If rumours of drug misuse are disclosed the Head Teacher should be informed – the Head Teacher should assess the information and decide whether further action is to be taken.

Investigating and supporting a drug-related incident
Investigations should seek to elicit as much information about a drugs-related incident as possible in order to best support and re-engage the student with the learning process. Using open-ended rather than closed questions will produce better answers. The type of information sought may include;

- What substance the student believes it to be and why?
- If the student has tried the substance and if so, when and how frequently and recently?
- If the student has used any other substances, particularly at the same time as the one immediately causing concern - include consideration of alcohol or volatile substances?
- If the student is on any form of medication or has known particular medical conditions that may be relevant to the circumstances?
- Where the student obtained the substance from and in what circumstances, e.g. paid for it, received it free or a “free for now, pay later” basis?
- If the student was instrumental in becoming involved in the incident or were they a vulnerable victim?
- What the student’s motive was for becoming involved?
- How much understanding the student has of the possible effects and risks of what has happened and of what future consequences could be?
- The quantity of substance?
- If the substance(s) were intended for personal use or for sharing or dealing with others?
- If there is an indication of dealing drugs, if the student was a ready supplier or was coerced into the situation?
- If supplying drugs is suspected is it a one-off incident or part of a series; opportunistic or planned?
- If the student understands the legal implications arising from the incident?
- The student’s past exposure to relevant planned and programmed drug education as opposed to informal drug education via peers and general community living?
- Any particular home or family circumstances which may have precipitated involvement in the incident?

This conversation, together with any other information available from witnesses or others involved will help to build up a picture of the incident and begin to indicate if this was a reckless or naïve act or one that was premeditated with an understanding of possible outcomes. All students involved in a drug related incident should at an appropriate time and place have an informal conversation sensitively conducted about the incident and be provided with further information about drugs and there misuse and have access to further support either within the school or by outside agencies.

School health may be able to offer support to individual students as well as provide information and advice to staff and parents. If a student attends a local Accident and Emergency Department (A&E) with a drink or drugs related concern, these health professionals receive information from A&E. They are then able to follow up the students and offer additional support and guidance, including to parents if required. School health work under the Fraser guidelines for confidentiality when operating a drop-in session, (as distinct from working in an educational role in a classroom where the school’s confidentiality policy is paramount), and can therefore reassure students that
they can be treated in confidence unless their disclosures reveal a real and significant risk to their health.

**Responses to a drug-related incident**

Responses to any drug related incident should be proportionate, balancing the needs of the individual with those of the wider school community. The aim should be to provide students with opportunities to learn from their mistakes, develop as individuals and re-engage with the learning process to fulfil their potential. This applies equally to students to be found in possession of, or supplying controlled drugs. Schools should have a range of responses that can be utilised once full consideration of the facts has been made. Examples of responses include:

- Provision of targeted advice and information about specific substances and their impact on individuals and communities together with developing an understanding of the degree of risk being influenced by a substance (product), the particular physical and psychological characteristics of the individual.
- A sanction or consequence for breaking the rules on the school site, consistent with the Behaviour Policy e.g. detention.
- Contact with the parents/carer to discuss appropriate support.
- Pastoral support programme and monitoring of the student.
- Referral with the young person consent to a relevant support agency e.g. Targeted Youth Support or Compass Risk Taking Behaviour Service. Involved, (person) and the environment, (place) where substance use occurs.

**Exclusion for drug-related incidents**

Research shows that students who are excluded from schools and those who absent themselves from school are often the most vulnerable to becoming or remaining at serious and higher risk of involvement with drugs and alcohol compared to their peers remaining in school. Every effort should therefore be made to retain students in school. The DfE and ACPO Drug Advice for schools (2012), clearly states that exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases. Therefore:

- Schools should not adopt policies which will automatically lead to exclusion of students involved in drug related incidents. There should always be sufficient flexibility to allow students to remain in school, monitored with risk assessments in place where necessary. To provide appropriate opportunities for individuals to re-engage with the learning process.
- First offenders should only be excluded in the most extreme cases. The seriousness of an offence can be communicated to a school community very effectively without necessarily excluding. Referral to the appropriate agency should be the first response.
- Students should not be excluded for drug related incidents which happen out of school but again their needs should be supported.
- Schools must ensure that any exclusions related to a drug related incident is not in breach of equalities legislation e.g. Disability and Discrimination Act or Looked After Children legislation.
- If a school ultimately decides on exclusion for drug related incidents, it will need to account for the strategies and provision which have been put in place for that individual prior to the exclusion and to have evaluated why that did not succeed in re-engaging the student.
Pupil using/supplying substances out of school

- Pupils have a right to a private life and this includes choosing to break the law. However, it is possible for school's to take disciplinary action against pupils whose behaviour is such that it brings the school/college reputation into disrepute, e.g. if a pupil is in school uniform and is persistently seen allegedly using cannabis in the street on the way to or from school.
- If the allegation is of personal use it may be sufficient to monitor the pupil whilst at school and take action only if their learning capability or other behaviour at school causes concern.
- Check jurisdiction of school authority – do alleged actions take place at a time and in a location where the school/college has jurisdiction?
- This matter is more serious if the supply (sharing) of drugs is substantiated

No:
- No school authority to act except as a “concerned citizen” in which case consider notifying police giving as much detail as possible – use local police contacts or Crimestoppers

Yes:
- Is person(s) on school role?
  - No
  - Yes:
    - Is their behaviour sufficient to “bring the school into disrepute”?
      - No
        - Investigate incident
          - Discuss allegation with pupil (Remember confidentiality of source).
          - Outline parameters of confidentiality available both within school and via other agencies.
          - Try to identify what has happened, when, why and with whom.
          - Establish what risks pupils has been exposed to or has exposed others to as a result of their behaviour.
          - Consider if this may be a Safeguarding issue.
          - Establish motivation for actions and expected outcomes.
          - Establish any health concerns arising from situation.
          - Establish any legal issues that may arise or have arisen.
          - Negotiate involvement of parent/carer.
          - Negotiate or warn of possible legal actions.
          - Consider in-school support package including appropriate help from, for example, school nurse, learning mentor etc.
          - Offer further information about specific substances and support services.
          - Consider the need to engage with the Common Assessment Framework.
          - If appropriate consider referral pathways
      - Yes:
        - Contact parent/carer unless not considered in the best interest of the individual.
          - Agree package of support in school or refer as appropriate either through Child Protection or to a support worker or agency
          - Record information on the drug/incident recording form
ILLEGAL DRUGS – possession/supply

Possession for personal use
- Staff member remains with pupil.
- Report incident to senior staff member.
- Question pupil.
- Confiscate substance(s), if any and if safe to do so. Check area for more.
- If necessary seek consent to search locker or desk (with witness and pupil present). If part of school practice the pupil could be searched.
- Store substance in a secure place, get actions witnessed; describe substance in factual terms, e.g. teaspoon full of white crystal powder.
- Senior manager to consider if police need to be informed.

Investigate
- Possession with intent to supply substances (share with others regardless of any financial matters)

MAINTAIN A CALM ENVIRONMENT
Progressively complete the drug-incident recording form
- Do not overreact or show any strong emotion.
- Try to keep pupil calm.

- Inform parent/carer unless not in best interest of pupil. (Advisory, not legally required action)
- Hand substance, to the police

Discuss the disposal of a suspected illegal substance with the police unless there is 'good reason not to'

With pupil and where possible parent/carers: Discuss and review incident. Analyse risks posed. Make a judgement if this is a single episode or part of a pattern of behaviour with other risks, e.g. unprotected sex, other substance use and abuse, offending etc. If this and other behaviour puts the pupil in the category of problem substance misuse, refer pupil to the Compass Risk Taking Behaviour Service (with young person’s consent). Consider Common Assessment Framework (CAF) process. Offer pastoral support and/or use sanctions as appropriate.

For staff: Review policy effectiveness and curriculum provision to identify any gaps that may need addressing. Consider if Police/Trading Standards need to be informed if substances may have been sold illegally. Complete Drug-incident Recording form.

Hand substance, if found, to police

On return to school
- Monitor behaviour with regular pastoral reviews
- If appropriate allow pupil to access support
Rumour of substance use or misuse in school

- Assess quality of evidence for consistency and content
- Consider how many different sources of information are apparent
- Consider motivation for information to be provided – could it be malicious or is it someone trying to help someone?
- Agree rules for confidentiality about information source

**No evidence**
- Refer via Pastoral Care system for monitoring

**Possibly**
- Discuss allegation with pupil (Remember confidentiality of source).
- Outline parameters of confidentiality available both within school and via other agencies.
- Consider if this may be a Safeguarding issue.
- Offer further information about specific substances and support services.
- Indicate school’s desire to support and help anyone involved in risky behaviour.

Contact parent/carer unless not considered in the best interest of the individual.

**Evidence**
- Discuss allegation with pupil (Remember confidentiality of source).
- Outline parameters of confidentiality available both within school and via other agencies.
- Try to identify what has happened, when, why and with whom.
- Establish what risks pupil has been exposed to or has exposed others to as a result of their behaviour.
- Consider if this may be a Safeguarding issue.
- Establish motivation for actions and expected outcomes.
- Establish any health concerns arising from situation.
- Establish any legal issues that may arise or have arisen.
- Negotiate involvement of parent/carer.
- Negotiate or warn of possible further actions.
- Offer further information about specific substances and support services and discuss referral pathways.
- Consider the need to engage with the Common Assessment Framework.

- Prepare and agree package of support in school or refer as appropriate either through Child Protection or to a support worker or agency
- Record information on the drug-incident recording form
VOLATILE SUBSTANCES (gas, glue, etc)

Possession
- Confiscate
- Report incident to senior staff member
- Store substance in a secure place, get actions witnessed

Inform parent/carer

Investigate

Use of VSA
- No noticeable effects
- Visibly affected
  - Isolate from other pupils
  - Observe in secure place with member of staff
  - Medical concern?
  - First aid support – place in recovery position if necessary

Maintain a calm environment
Progressively complete drug-incident recording form
- Do not overreact or show any strong emotion:
  - If a pupil is visibly affected, it is vital to his/her safety that he/she is not started or alarmed.

Seek permission to destroy substance if not required for evidential purposes

With pupil and where possible parent/carers: Discuss and review incident. Analyse risks posed. Make a judgement if this is a single episode or part of a pattern of behaviour with other risks, e.g. unprotected sex, other substance use and abuse, offending etc. If this and other behaviour puts the pupil in the category of problem substance misuse, refer pupil to a Compass Risk Taking Behaviour Service (with young person’s consent). Consider Common Assessment Framework (CAF) process. Offer pastoral support and/or use sanctions as appropriate.

For staff: Review policy effectiveness and curriculum provision to identify any gaps that may need addressing. Consider if Police/Trading Standards need to be informed if substances may have been sold illegally. Complete the drug-incident recording form.

Parent/Carer to collect child

On return to school
- Monitor behaviour with regular pastoral reviews
- If appropriate allow pupil to access support

Request ambulance (if no parent/carer is available a member of staff must go with the pupil)
Parents/Carers/Visitors affected by alcohol or other substances on school premises

Immediate Child protection assessment

Risk to child

- Remove child to a safe place
- Provide pastoral support and supervision

Assess options
- Is there another parent/carer or suitable relative to contact who could collect child and accept responsibility for welfare of the child?
- Can Police or Social Services assist?
- Record information on the drug incident recording form

No child protection risk

Assess how best to handle the parent/carer/visitor

Reasonable behaviour

- Discuss concerns
  - Be supportive
  - Avoid blaming
  - Focus on the child’s best interests
  - Get another suitable adult acceptable to parent/carer to collect child

Unreasonable behaviour

- Discuss concerns
  - Get additional help
  - If person will not leave the premises or site quietly call the police

Arrange for child to be either taken home or into care of services
ALCOHOL

Possession
- Confiscate
- Report incident to senior staff member
- Store alcohol in a secure place, get actions witnessed
- Inform parent/carer
- Return alcohol to parent/carer

Investigate

Consumption
- No noticeable effects
- Visibly affected
  - Medical concern
  - First aid support
  - Place in recovery position if necessary

Maintain a calm environment
- Progressively complete drug-incident recording form
- Do not overreact or show any strong emotion
- If a pupil is visibly affected, it is vital to his/her safety that he/she is not startled or alarmed.

With pupil and where possible parent/careers: Discuss and review incident. Analyse risks posed. Make a judgement if this is a single episode or part of a pattern of behaviour with other risks, e.g. unprotected sex, other substance use and abuse, offending etc. If this and other behaviour puts the pupil in the category of problem substance misuse, refer pupil to the Compass Risk Taking Behaviour Service (with young persons consent). Consider Common Assessment Framework (CAF) process. Offer pastoral support and/or use sanctions as appropriate.

For staff: Review policy effectiveness and curriculum provision to identify any gaps that may need addressing. Consider if Police/Trading Standards need to be informed if substances may have been sold illegally. Complete drug-incident recording form.
Disclosure of substance use

- Inform pupil of confidentiality parameters.
- Ask pupil if they think they will need a greater level of confidentiality.

Pupil accepts limitations of school confidentiality policy

- Listen, reassure and seek what pupil wants to happen as a result of disclosing information. Investigate experience of substance misuse and assess risk to health and safety of pupil and/or others. Avoid making personal judgements, verbally and non-verbally.
- Check confidentiality level is appropriate. If disclosure suggests a Safeguarding issue stop discussion and check pupil understands that you will have to share information to make progress before continuing.

Depending on the individual and their motivation and capacity for change, they may or may not require additional specialist help. This should be discussed when exploring possible options for the pupil which may include:
  - Reducing substance misuse.
  - Continuing substance misuse but harm minimisation information.
  - Stopping substance misuse.

- If drug use considered problematic, refer to Compass Risk Taking Behaviour Service (with young person’s consent).
- Provide information about specific substance(s).
- Negotiate contact with parents/carers.
- Record factual details on Drug-incident recording form. Evidence shows that pupils remaining in school/college is a protective factor against more problematic drug use.

Pupil wants greater level of confidentiality

- Provide information about sources of information and support and explain what each provides
  - Start with in-school support – e.g. Student Services, School Nurse Drop-in etc.
  - Provide information about local services, drugs and alcohol agencies (see appendix 4)
  - Provide information about national services, e.g. FRANK

Reassure pupil of the support the school can give

Record information on the drug-incident recording form
Monitor situation. Regularly check if pupil requires more assistance.