



RMS  
Drugs Policy

<b>Document Status</b>			
<b>Date of Next Review</b>	2017	<b>Responsibility</b>	.....Committee
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<b>Date of Policy Creation</b>	<b>Adopted NYCC written model</b>	<b>Responsibility</b>	Chair of ...
<b>Date of Policy Adoption by Governing Body</b>		<b>Signed</b>	
<b>Method of Communication (e.g Website, Noticeboard, etc)</b>			

This guidance incorporates advice from the following documents:

- Drug Advice for Schools from the Department for Education and the Association of Chief Police Officers (2012).
- Screening, searching and confiscation. Advice for headteachers, staff and governing bodies (DfE 2012)
- Reviewing your drug and alcohol policy – a toolkit for schools. Mentor UK (2012)
- Quality Standards for effective alcohol and drug education. Mentor – ADEPIS (2014)

And [North Yorkshire guidance on developing a substance misuse policy for schools updated Jan 2015](#)

Please refer to this document for more information in general.

Further support is available from Clare Barrowman, Education Development Advisor Wellbeing, Education and Skills at tel: 01609 536808 or email:clare.barrowman@northyorks.gov.uk

**This policy is linked to:**

- School Medicines Policy.
- Behaviour and Rewards Policy.
- Safeguarding Policy.
- Policies covering school visits.
- Health and Safety.
- Personal, Social, Health and Economic Education (PSHEe)
- Confidentiality Policy.

**The purpose of this drugs policy is to:**

- Clarify the legal requirements and responsibilities of our school.
- Reinforce and safeguard the health and safety of pupils and others who use the school.
- Clarify the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing, implementing and monitoring the drug education programme.
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved.
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school.
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs.
- As part of the statutory duty on schools to promote pupils' wellbeing, they have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

**Background data supporting Information in young people and drug and alcohol use**

- There has been a national decline in drug use by 11-15 year olds since 2001. In 2011, 17% of pupils had ever taken drugs, compared with 29% in 2001.
- This decline in use parallels the fall in the proportion of pupils who have ever been offered drugs, from 42% in 2001 to 29% in 2011.
- There is an age difference. Nationally 3% of 11 year olds had taken drugs in the last year compared to 23% of 15 year olds.
- The drug most likely to have been used is cannabis but again this is down from 13% in 2001 to 8% in 2011.
- Nationally the proportion of 11-15 year olds who have **never** drunk alcohol has increased from 39% in 2003 to 55% in 2011.
- Nationally the proportion of pupils who drank alcohol in the last week has fallen from 26% in 2001 to 12% in 2011.
- Growing Up in North Yorkshire (GUNY) Survey completed in 2014 by Year 6 pupils showed that 1% had at a least one alcoholic drink in the last week. In 2012 this was 9%.
- GUNY Survey completed in 2014 by Year 8 and Year 10 pupils found that 24% had at least one alcoholic drink in the last week. In 2012 this was 32%.
- The GUNY for Year 8 and 10 pupils found that 17% had been offered cannabis which is the most common drug used in North Yorkshire. In 2012 this was also 19%.

- The GUNY showed 9 % had ever taken some form of illegal drugs. In 2012 9% had ever taken some form of drug.

Source: Smoking, drinking and drug use among young people in England 2011, NatCen Social Research and GUNY survey 2014 and 2012.

## School Information

### Taken from the School profile 2015

Richmond Methodist Primary School has 328 children drawn from the town of Richmond and the surrounding areas. These communities include Forces children and children with a farming background.

The school is split generally equally between boys and girls. We have approximately 5% children of whom their parents are currently serving, whilst we have several whose parents were members of the armed forces previously. 11% of the school qualifies for FSM.

5.6% of the school's pupils have a statement of SEN or an Education Health Care Plan. 3.4% of the school's pupils are Black and Minority pupils. 1.9% of the school's pupils are EAL.

Our school's ethos is based on Christian principles and in particular the principle of "for all", reflecting the inclusive nature of our school. We believe in developing each child as an individual by nurturing their particular skills or aptitudes. We believe that all children have an equal right to a high quality education.

We will include data from the Growing up in North Yorkshire Health Survey when it becomes available.

## Application:

This policy applies to the school buildings and grounds and is equally applicable to all people including pupils, staff, governors, adults, visitors, contractors using the site at any time. It also covers activities with pupils for which the school is responsible and 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. See appendix 3 for further information).
- All legal drugs including alcohol, tobacco, volatile substances, alkyl nitrites (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 pupil 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 pupils, in any situation for which the school is ultimately responsible.

### **The school's stance on drugs**

The 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 the school is responsible.

Medicines may be authorised to be brought on site by pupils or their parents/carers, but only by prior and recorded arrangement in accordance with our Medicines in School Policy.

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

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

### **Roles and responsibilities**

#### **Governors**

Governors are 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. The policy should also clearly reference any on-site drug and alcohol support that is available for pupils to access. They will similarly be responsible for ensuring that a copy of the main elements of the policy, written in a manner that pupils will understand, is also displayed or is accessible to them. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure the drug and alcohol curriculum addresses the needs of pupils, local issues and trends. The governing body will continue their involvement through regular evaluation of provision and policy.

#### **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 pupils and as such takes responsibility for this policy, its implementation, and for liaison with the governing body, parents, LA and appropriate outside agencies.
- Work with governors to ensure compliance with the government legislation.
- Liaise with the PSHEe co-ordinator to ensure the effective delivery of the drug and alcohol education within the curriculum is being monitored.
- Keep the governing body fully informed of provision, issues and progress around drug and alcohol issues.
- Act upon any concerns which may arise from pupils' drug and alcohol behaviours.

#### **PSHEe Co-ordinator**

The school has a co-ordinator for PSHEe 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 PSHCE that incorporates education on drugs and alcohol.
- Ensure that all staff are confident in the skills to teach and discuss issues related to drugs and alcohol.
- Consider the needs of all pupils, and to achieve this, recognise that the school might need to address some specific issues.
- Consult with pupils 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.

### **Pupils**

- Pupils are not allowed to take drugs or alcohol at school or whilst engaged in any off-site activity representing the school for example any educational visits, trips abroad and work experience.
- Pupils should not take drugs or alcohol whilst travelling to or from school when in XX school uniform.
- Pupils 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.
- If a drug incident does happen on school premises that the pupils involved are allowed an opportunity to feedback on how the incident was managed.

### **Parents / carers**

- Parents are one of the single biggest influence on young people's drug and alcohol behaviours.
- Parents need to be informed about and encouraged to support the school's drug education programme and have access to this policy.
- Parents are responsible for ensuring that guidelines relating to medication in school are followed.
- Parents will have up-to-date information regarding drugs through our website.
- Parents should be made aware of the FRANK website and supporting materials.
- Parents have the right to be informed of any incident that could result in potential harm to their child.

### **A designated member of staff and the whole staff team**

- All staff, both teaching and non-teaching, should 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, caretaker and cleaning staff.
- All new staff should be made aware of the policy and procedures.

- Staff training needs around drugs should be assessed every two years to ensure staff are up- to -date about drugs issues including signs and symptoms, paraphernalia and with the school's drugs policy on how to respond to a drug related incident.

### **Caretaker**

The caretaker regularly checks 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 two) is strongly recommended to 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. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. All external visitors should have a Criminal Records Bureau check.

### **Young people's drug and alcohol support services**

#### **Compass Risk Taking Behaviour Service**

Some pupils engaged in risk taking behaviours related to drugs and alcohol may at times require further support from the Risk Taking Behaviour Service. The school should refer the pupil, with their consent to the service. The school will allow its premises to be used for any targeted intervention work with the pupil(s).

Compass will provide the full range of specialist interventions required by pupils 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

## 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 pupils 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 pupil’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 pupil’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 pupils 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. An outline of the planned curriculum can be found in our Whole School P.S.H.C.E planning document on the school’s website. A copy is available upon request.

### Teaching programme, methodology and resources

Our teaching is based on the findings from the North Yorkshire Health Survey and also appropriately responsive to the children’s particular needs at any one time. This is determined by the class teacher’s judgement and knowledge of the children.

Research has shown that the most effective drug education utilises a variety of teaching and learning styles and pupils 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 pupils 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 pupils 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. Our older children partake in the D.A.T.E (drugs, alcohol, tobacco, Education) programme, delivered by NYCC Community Policing.

To ensure best practice we require new visitors to complete a, Partners in School Form, 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 pupils on drug issues will be passed to the PSHEe co-ordinator.

If pupils 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 pupil 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 pupils 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 pupil'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 pupils and the values and ethos of the school.

### **Assessing, monitoring, evaluating and reviewing Drug Education**

Drug education will be assessed in accordance with the School's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of drug education should:

- Be planned from the beginning as an integral part of teaching and learning.
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next.
- Involve pupils in discussion about learning objectives and desired outcomes.
- Include pupils as partners in the assessment process e.g through self-assessment and peer-assessment.
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes.
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The Curriculum lead will be responsible for monitoring the provision of drug education in liaison with the PSHEe co-ordinator and for reporting the results to the Senior Leadership Team and, via the Head Teacher, to the Governors Curriculum Committee. The PSHEe co-ordinator is responsible for evaluating the programme of work and reporting the findings on an annual basis and for making recommendations for changes to the programme.

The drug education curriculum is regularly monitored within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:



- To review and plan the content and delivery of the programme of study for drug education.
- To review resources and renew as appropriate.
- To update training in line with current guidance and staff identified needs.

### **Section Three – Managing drug-related incidents which includes identifying sources of support for pupils and alternatives to exclusions**

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

Use in conjunction with the **flowcharts**. 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 pupil is found in possession of drugs or associated paraphernalia.
- A pupil is found to be a recognized source of supply of drugs on school premises.
- A pupil 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 pupil 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**

1. 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.
2. 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.
3. 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.
4. 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 pupils have passed through the area and may have picked up/ taken the substance. Speak to relevant staff, perhaps make pupils aware and parents if necessary. Watch for any unusual behaviour in the pupils.
5. 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 if it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the pupil(s) from whom the drugs were taken but it is advisable to do so.

6. Record full details of the incident, including the police incident reference number.
7. Inform parents/carers, unless this is not in the best interests of the pupil(s).
8. 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 pupils with opportunities to learn from their mistakes, develop as individuals and re-engage with the learning process to fulfil their potential.
9. 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.

### **What to do in the event of finding or suspecting a pupil is in possession of a drug**

**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:

1. 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.
2. Or cover the needle with a bucket or other container.
3. Cordon off the area to make it safe.
4. Inform the designated senior member of staff with responsibility for all drug issues within the school and/or caretaker.
5. Contact the necessary service who will take the needle away.

### **What to do in the event of finding or suspecting a pupil 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 pupil from harm and to prevent an offence committed in relation to that drug.

6. Request that the pupil hand over the article(s) preferably in front of another adult witness.
7. 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 pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil 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 pupil 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 pupils 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 pupils.
- Teachers have to have reasonable suspicion that the pupil has a prohibited item and the search should take place on school property, or where the member of staff has lawful charge of the pupil, 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 pupil 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 pupil.
- The pupil 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 pupil has or appears to have control – this includes desks, lockers and bags. Pupil's possessions can only be searched in the presence of the pupil 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 pupil.
- 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 pupil suspected to be under the influence of a drug or substance.**

Stay calm, place pupil 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 pupil if removed for treatment. Vomit should be safely collected where possible and also taken with the pupil (for analysis). Contact the pupil'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;

- (a) 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;
- (b) 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](http://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 pupil 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 pupil. 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 policy.

### **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 pupil 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 pupil 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 pupil or pupils involved.
- the safety of staff and other pupils.
- the seriousness of the offence.
- identification of substances.

Pupils 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 pupil.

If formal action is to be taken against a pupil police will normally arrange for the pupil 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 pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil 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. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils 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 pupil 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 pupil believes it to be and why?
- If the pupil has tried the substance and if so, when and how frequently and recently?
- If the pupil 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 pupil is on any form of medication or has known particular medical conditions that may be relevant to the circumstances?
- Where the pupil 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 pupil was instrumental in becoming involved in the incident or were they a vulnerable victim?

- What the pupil's motive was for becoming involved?
- How much understanding the pupil 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 pupil 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 pupil understands the legal implications arising from the incident?
- The pupil'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 pupils 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 their 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 pupils as well as provide information and advice to staff and parents. If a pupil 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 pupils 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 pupils that they can be treated in confidence unless their disclosures reveal a real and significant risk to their health.

Further support can be obtained from Compass Risk Taking Behaviour Service

### **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 pupils 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 pupils 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 involved, (person) and the environment, (place) where substance use occurs.
- A sanction or consequence for breaking the rules on the school site, consistent with the Behaviour Policy e.g detention.
- Contact with the parents/ carers to discuss appropriate support.
- Pastoral support programme and monitoring of the pupil.
- Referral with the young person consent to a relevant support agency e.g Targeted Youth Support or Compass Risk Taking Behaviour Service.

### **Exclusion for drug-related incidents**

Research shows that pupils 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 pupils 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 pupils involved in drug related incidents. There should always be sufficient flexibility to allow pupils 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.
- Pupils 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 pupil.

### **Recording Drug-related incidents**

Below is an example of a confidential form that the school will use to record drug-related incidents to build up a picture of any reoccurring issues, how to best deal with an incident or the need to change the content of the schools drug education curriculum to match the types of incident and substances that the young people are using or coming into contact with.

**This policy will be evaluated and reviewed on a two year basis. Next review date**

.....



**Richmond Methodist Primary School’s Drug-related Incidents recording form**

The aim of this form is to support schools in recording a drug-related incident. Recording drug related incidents supports a schools commitment to pupil’s welfare, as in time they can influence policy and procedures and have an impact on drug education delivered within the school. Details of the incident should be recorded as soon as possible.

**1. Please tick the most appropriate box for the incident**

A substance / paraphernalia has been found on the school premises (not on a person)	
A pupil(s) has been found in possession of a substance on school premises	
A pupil(s) has been found supplying a substance on the school premises	
A pupil(s) has been found under the influence of a substance on school premises	
Suspicion that a pupil(s) is under the influence of a substance on school premises	
Rumour of substance use or misuse in school	
A pupil(s) has been searched and drugs / alcohol has been found	
Concern for use off school premises which may be affecting school performance	
Pupil(s) disclose own involvement with substance misuse or that of a family member	
A pupil(s) has been found in possession or under the influence whilst on a school excursion	
A parent/ carer is thought to be under the influence of a substance when collecting their child(ren)	
Other (please give details)	

**2. Date of Incident .....**

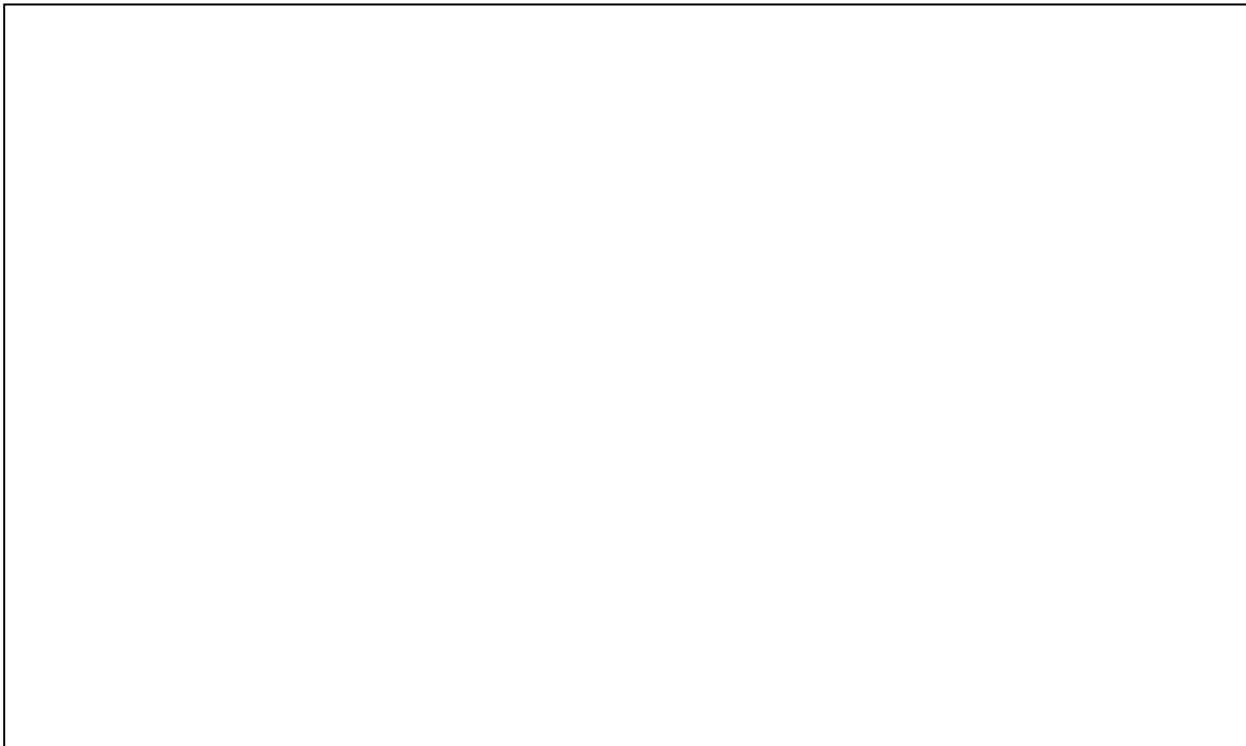
**1. Brief, factual outline of what happened (or suspicions) including a description of substance**

**4. Who was involved and what role did they allegedly play? (name, age, role played)**

**5. Who reported the incident, which staff were involved and an outline of the conversations?  
Was the pupil and/or possessions searched and by whom?**

**6. What action if any was taken? (medial response, parental involvement, involvement of external agencies etc )**

**Outcome of the incident**



**Review:**

**Are changes needed to be made to the drug education curriculum?**

**Are changes required to the Drug Policy?**

**Are there any staff/ governor training needs to be addressed?**

**Is further work required with external agencies e.g closer links with the police, young people substance misuse workers etc**

**Signed (original member of staff who dealt with the incident)**

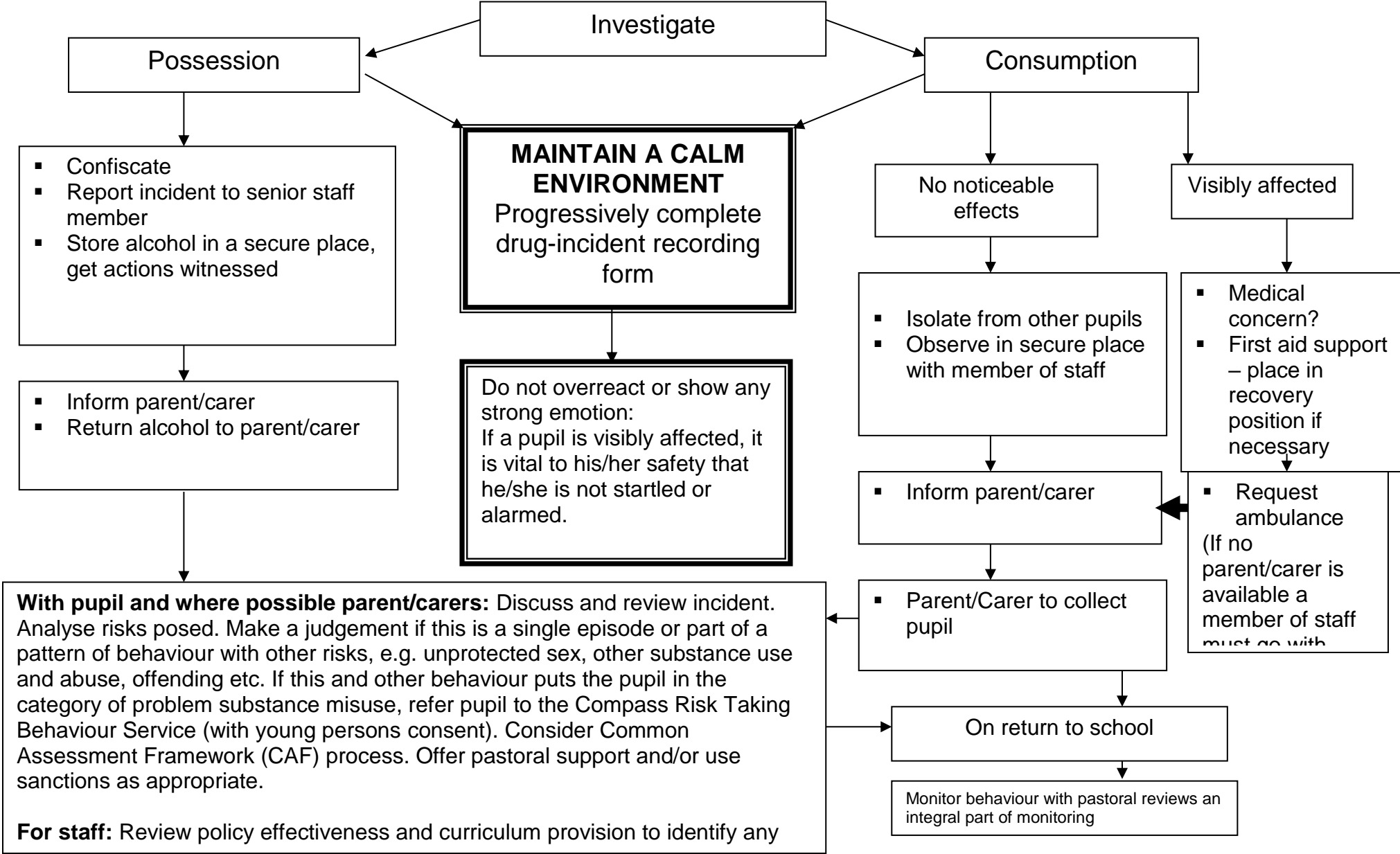
.....

**Headteacher (member of SLT)**

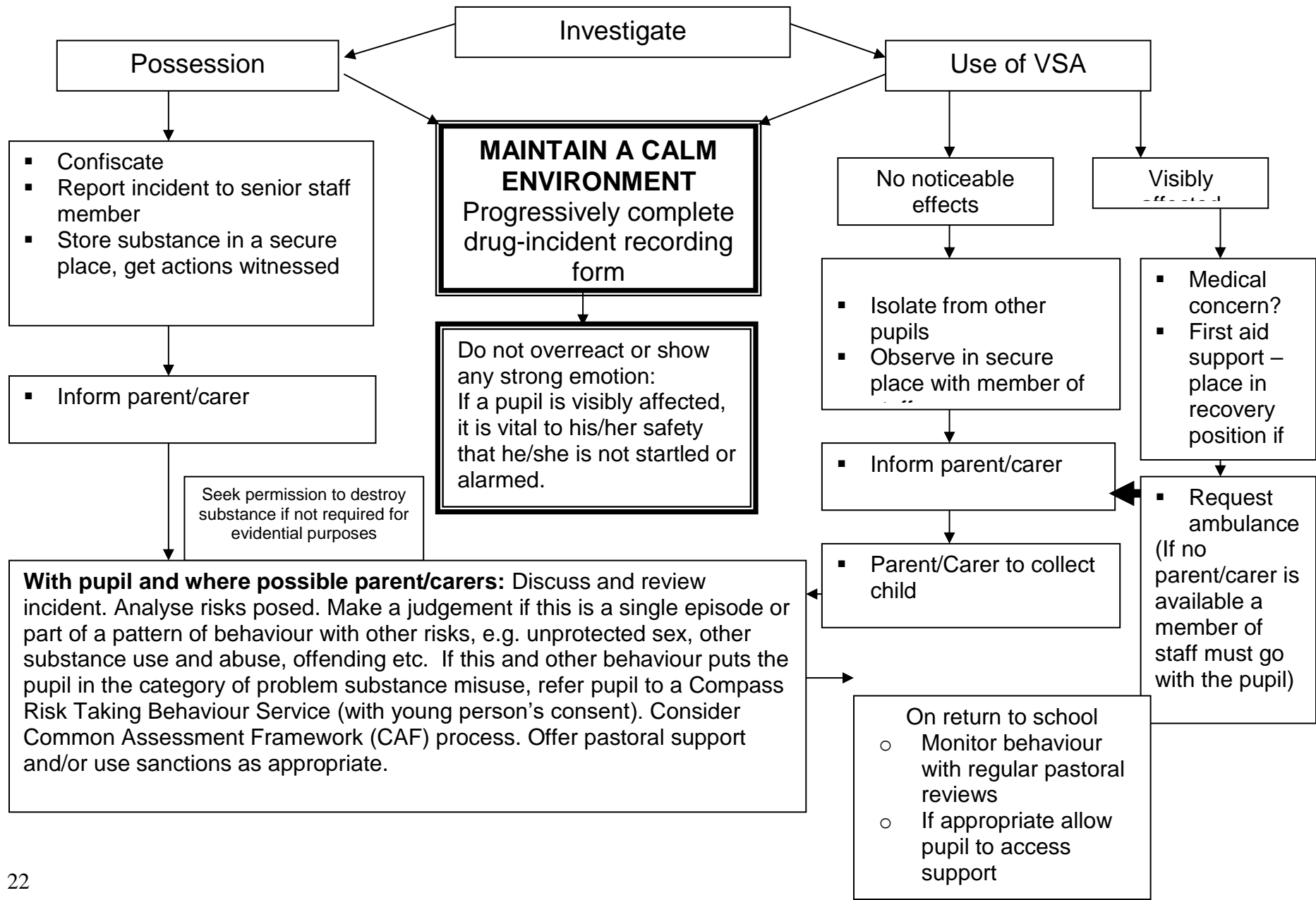
.....

**The following flow charts should determine appropriate action in the event of ...**

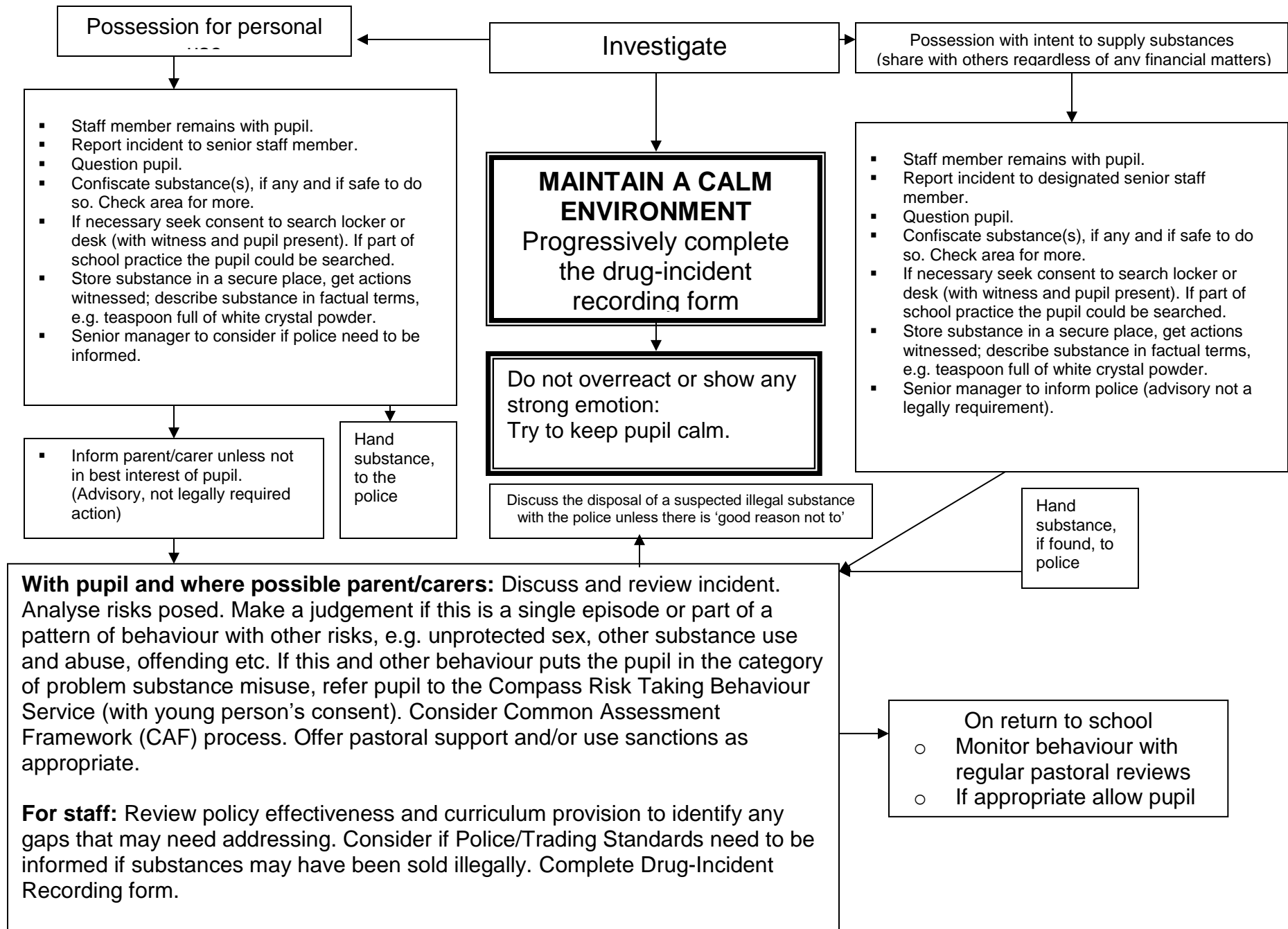
# ALCOHOL



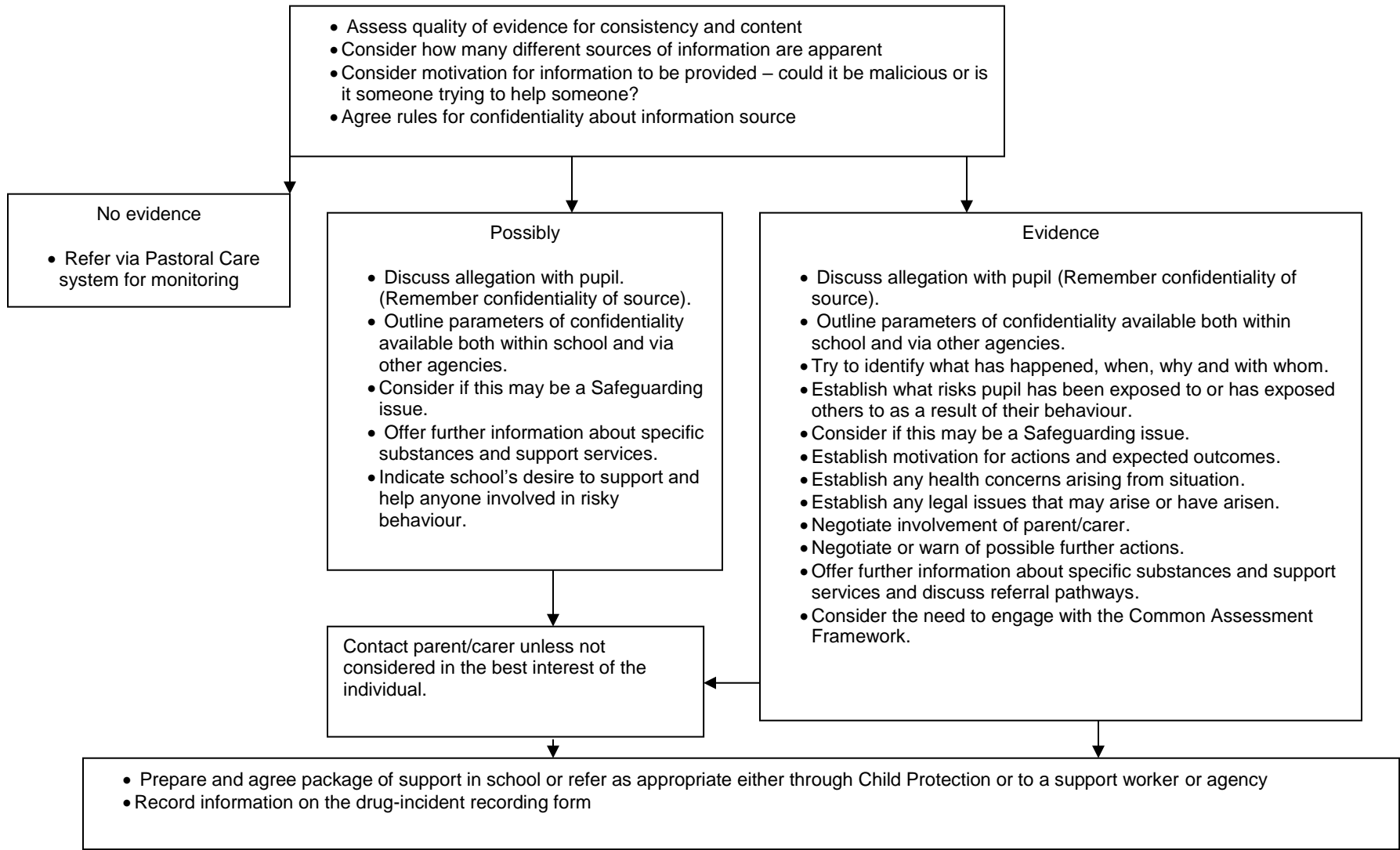
# VOLATILE SUBSTANCES (gas, glue, etc)



# ILLEGAL DRUGS – possession/supply

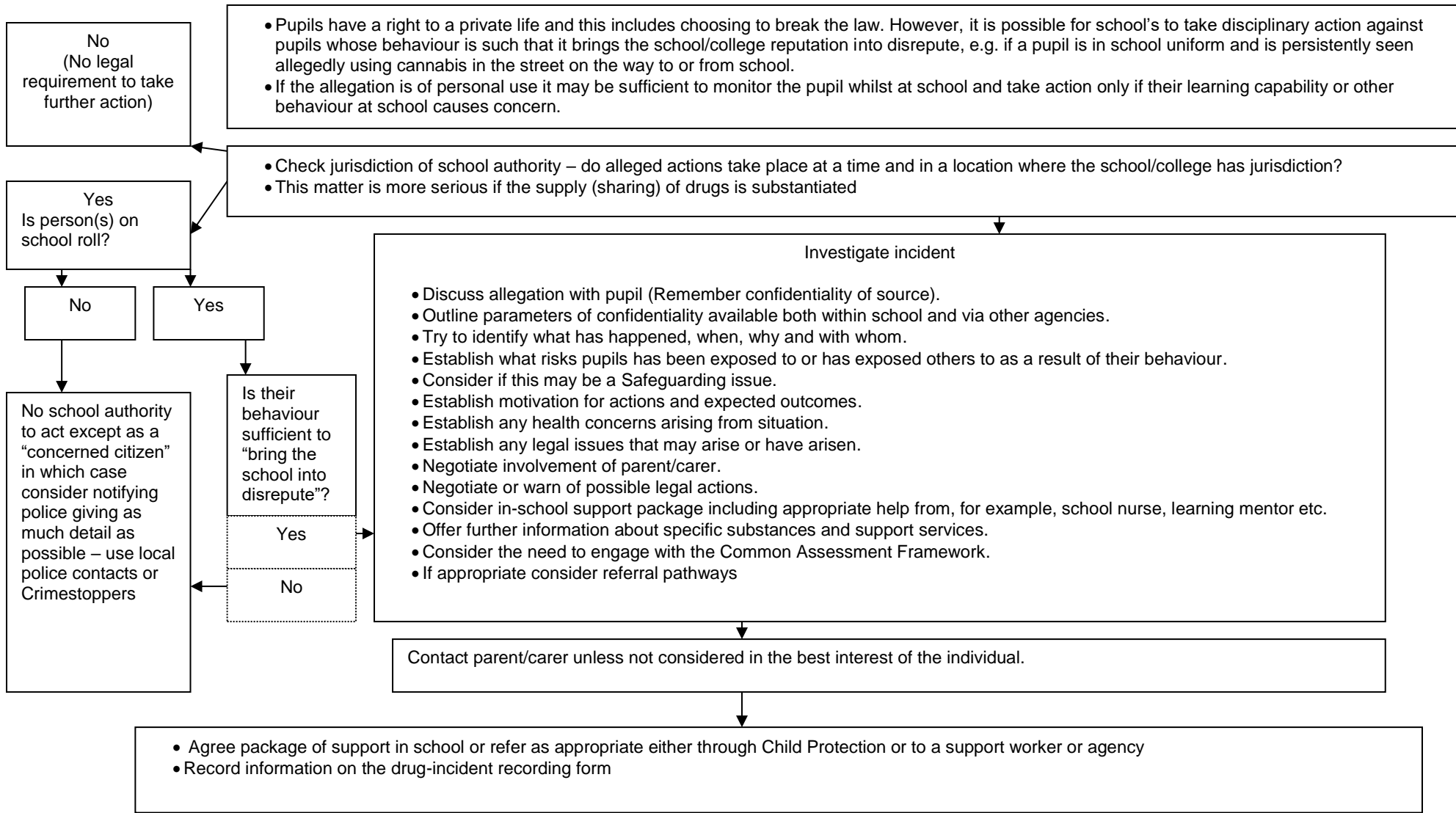


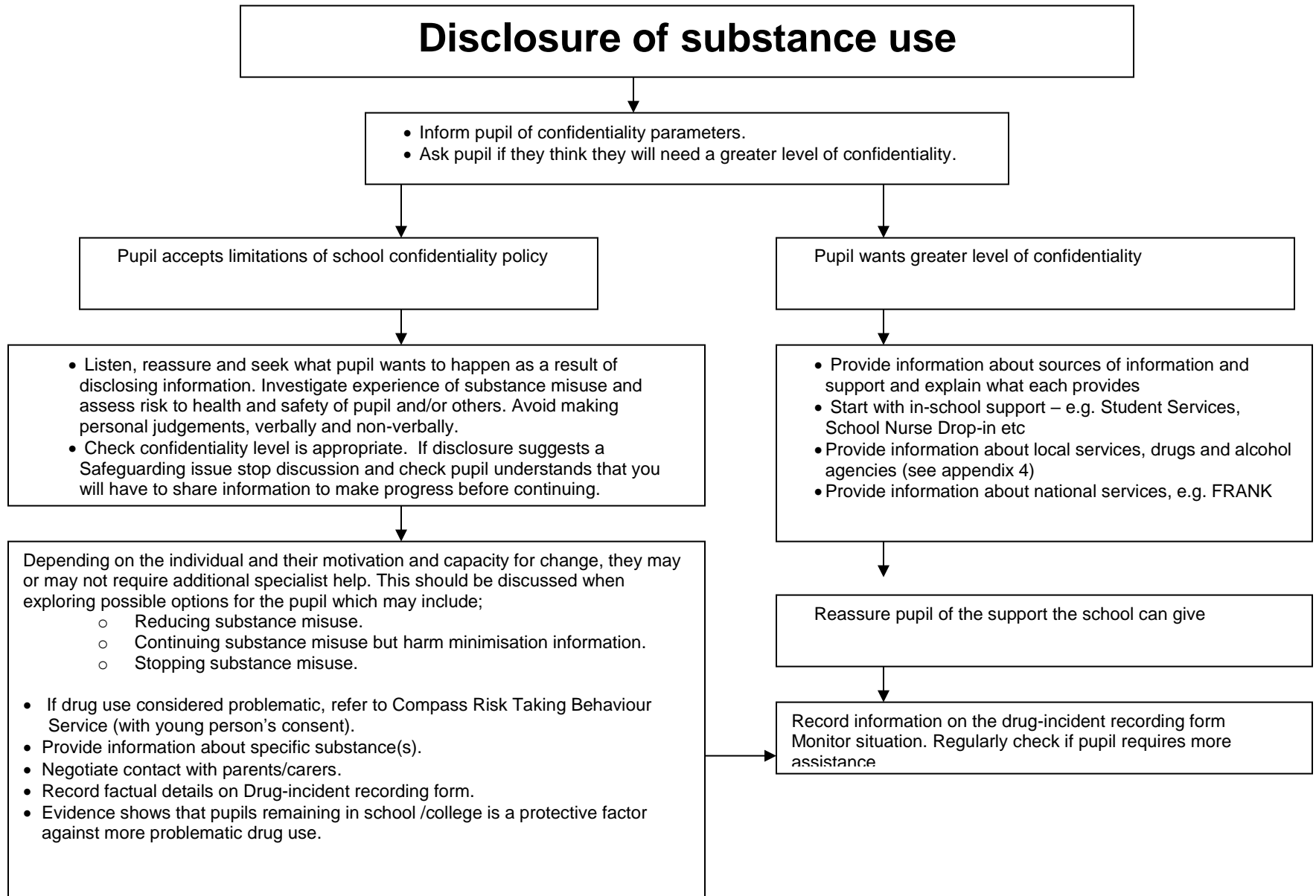
# Rumour of substance use or misuse in school





# Pupil using/supplying substances out of school





# Parents/Carers/Visitors affected by alcohol or other substances on school premises

