
	<b>Name of School</b>	Corbets Tey School
	<b>Last Review Date</b>	16/10/2017
	<b>Next Review Date</b>	16/10/2018
	<b>Reviewed by</b>	<b>Governor Name:</b> J Lamb <b>Governor Signature:</b> 

## Alcohol and Drugs Misuse Policy for Pupils

### Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others.

In the development of this policy, the school has considered its impact with regard to equalities legislation.

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## **1. Introduction**

- 1.1** This policy covers the use and misuse of all psychoactive substances by pupils. Substances covered by the term drugs in this policy include illegal drugs, tobacco, alcohol, solvents and prescription or over-the-counter-medicines (used for purposes other than those for which they were prescribed/intended).
- 1.2** The definition of a drug given by the United Nations Office on Drugs and Crime is: 'A substance people take to change the way they feel, think or behave'  
The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all illegal drugs controlled by the Misuse of Drugs Act 1971 and the Act's amendments, i.e. Drugs Act 2005.

## **2. Purpose of Policy**

- 2.1** The purpose of the Drugs Policy is;
- Clarify our approach to drugs for all staff, pupils, parents/guardians, external agencies and the wider community
  - Enable staff to manage any incidents that occur, with confidence and consistency, and in the best interests of those involved.
  - Contribute to making a safe and supportive learning environment.
  - Ensure we are fulfilling our safeguarding responsibilities by ensuring that students are protected from harm and that those for who drugs are a concern; receive the appropriate care and support.
  - Enable staff to manage drugs on premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved.

## **3. Coordination & Dissemination of Policy**

- 3.1** The school has appointed the Headteacher to be responsible for the following duties regarding the drugs policy:
- Coordinate the review and/or implementation of the drugs policy (see Appendix 2 for Checklist)
  - Ensuring that staff and students are aware of sources of help and support, both inside and outside, for young people with issues regarding drugs.
  - Coordinate drugs education programmes, for example the content of PSHE lessons.
  - Provide in-house support for both staff and young people wishing to discuss concerns.
  - Ensure that all staff will refer young people seeking advice, information or help to them.
  - Facilitate the monitoring and review of the drugs policy when deemed necessary and at least once a year.
  - Publicise elements of the drugs policy via posters and leaflets

## 4. Drug Education

- 4.1 The school recognises its duty to promote children and young people's wellbeing and is also required to promote pupils' spiritual, moral, social and cultural development<sup>1</sup>. As part of this the school has a responsibility to help young people manage risk, reducing the likelihood they may be harmed by use of legal and illegal drugs.
- 4.2 The aims of the drugs education curriculum is to;
- a) Increase knowledge and understanding, clarifying misconceptions about: the short and long-term effects of drugs, laws relating to drugs, the impact of drugs on families, communities, and personal behaviour, the prevalence and acceptability of drug use among peers, and the moral, social, and emotional issues surrounding drugs.
  - b) Develop young people's personal and social skills to make informed decisions to stay safe and healthy including finding information and advice and devising coping strategies; and
  - c) Enable young people to explore their own and other peoples' attitudes towards drugs, drug use, and users.
- 4.3 The school will ensure that when students at Key Stage 3 will learn about the effects and risks of drugs and the laws relating to drugs. They will learn the skills to recognise and manage risk and to resist pressures. They will develop the skills to make choices for a healthy lifestyle and learn about where to go for help and advice.
- 4.4 The school will ensure that at Key Stage 4 students build on their knowledge and learn more about the effects of drug misuse on family, friends, community and society. They gain greater understanding through clarifying their opinions and attitudes in discussions and debate and considering the consequences of their decisions.
- 4.5 **Inviting External Agencies:** The school recognises that pupils often find visitors a useful and informative part of their learning, but equally we know that for visits to be successful there needs to be shared understanding about the nature and content of the session/s. As a result, the school will ensure the following measures are adhered to when using external agencies to deliver drugs education;
- negotiate content with the visitor to take account of class needs and ensure relevance.
    - ensure that visitors have a clear understanding about the aims and objectives of the session and they have seen and understood the drugs policy.
  - ensure that visitors have been briefed on any particular sensitivities that there may be in the student group – these may include identified drug issues by particular students or their families – as well as any broader needs within

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<sup>1</sup> Ofsted (2011) Framework for school inspections

the group.

- ensure that where visitors are used that the content of the session is linked back to the broader PSHE curriculum.
- be present at all times when a visitor is in the class, and be ready to be an active participant in these sessions.
- ensure that they reflect on the learning from particular sessions with students and visitors, assessing the learning, and building skills and pro-health attitudes.
- follow up any unresolved issues and, whenever needed, extend the learning begun by the visitor, in a subsequent lesson.
- be alert to any distress caused or concerns raised in the session and ensure that appropriate support is given

## 5. Managing Drug Related Incidents

5.1 This section of the policy has due regard to the government's guidance on managing drug-related incidents, namely DfE's (2012) *Drugs Advice for Schools*, (2014) *Searching, Screening and Confiscation* and this policy also has due regard to HM Government's (2015) '*Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*' statutory guidance (see Section 11 for links to all guidance).

5.2 The school will operate a zero-tolerance policy towards drug use or supply on the premises. This will include students arriving under the influence of substances. When dealing with drug-related incidents all incidents should be recorded (see Appendix 3 for a copy of the form) and the following procedures will apply (See also Appendix 1: the flowchart for 'Managing Drug Incidents').

5.3 Please bear in mind that some students may have additional needs. This could affect the way in which they react to situations. Reasonable adjustments should be made if the student has additional needs. Procedures should be explained to the SEN student using pictorial instructions if necessary. Each individual step needs to be explained, using simple and direct language, before they are carried out. Students on the Autistic Spectrum may dislike any touch or physical contact, especially in a tense environment and as such this could trigger or escalate any behaviour issues.

### 5.4 Suspected Intoxication

**If a student is found to be or suspected of being under the influence of drugs or alcohol**

The Headteacher will be notified, the student's family and home institution informed. The Headteacher will support, assess and secure the consent of the pupil to make a referral to the local substance misuse service, Youngaddaction Havering (see Section 10 for contact details). If the school is aware that the student is known to the local authority's children's services, the details of this incident should also be shared with the named social worker as soon as is reasonably possible.

### 5.5 Suspected Possession of Alcohol or Drugs

If staff suspects that **a student is in possession of alcohol or drugs** he/she will inform a senior member of staff. The senior member of staff will ask the student to empty their pockets or bags. If the student refuses, parents, carer or social worker and the police will be contacted to conduct the search. If neither is available before the end of the meeting with the senior member of staff, the Headteacher may decide as a last resort to conduct the search in the presence of another member of staff or may authorise a female member of staff to do so if the pupil is female (see Section 5.6 of this policy for further guidance). If the school is aware that the student is known to the local authority's children's services, the details of this incident should be shared with the named social worker as soon as is reasonably possible.

The school has a responsibility to hand any illegal drugs so discovered to the police (see section 5.7 for further guidance on handling suspected drugs). If the police cannot attend by the end of the day, the organisation may send a representative to deliver the drug to the nearest police station having first contacted the police by an established method to inform them of their route and mode of transport. Local police will currently press charges in all such cases. The organisation will notify the pupil's home institution and refer the pupil to Youngaddaction Havering for support, assessment and onward referral where appropriate. If, however, the substance discovered was a Class A drug the school will consider taking steps to exclude whilst at the same time refer the student for support to Youngaddaction Havering.

#### **5.6 Suspected Supplying of Drugs**

If a pupil is found with a quantity of drugs that arouses suspicion of supplying drugs to others the police will be informed and, unless there are exceptional circumstances, the school will consider taking steps to permanently exclude the pupil. Along with this, the school will seek to secure consent from the pupil to refer the pupil for support to the local service, Youngaddaction Havering. If the school is aware that the pupil is known to the local authority's children's services, the details of this incident should be shared with the named social worker as soon as is reasonably possible.

#### **5.7 Suspected Supplying of Drugs outside premises**

If it is suspected that **pupils are involved in the supply of drugs outside the premises**, the police will be contacted and the pupil's home institution informed. If the school is aware that the student is known to the local authority's children's services, the details of this incident should be shared with the named social worker as soon as is reasonably possible.

#### **5.8 Police Actions and Interventions:**

The Police and Criminal Evidence Act 1984 allows the police to enter premises with consent in order to execute a warrant, arrest someone for an offence, search following an arrest, prevent a breach of the peace, or pursue a suspected offender.

The offence of obstruction involves a positive and actively obstructive act, such as the physical concealment of illegal drugs or of a person who possesses them, or helping such a person to escape for example by creating a diversion or providing

means of transport.

## 5.9 Searching Pupils

A pupil can be searched if the staff member thinks that there are reasonable grounds for suspecting that a pupil is in possession of drugs. Staff should be aware that pupils can be searched with or without their consent. The Headteacher or a member of staff consenting to being authorised by the Headteacher can carry out a search. The staff member carrying out the search must be the same sex as the pupil being searched (see exception below<sup>2</sup>); and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. When conducting a search;

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the student is present.
- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.
- Members of staff can use such force as is reasonable<sup>3</sup> given the circumstances when conducting a search for illegal drugs (see Section 11 for DfE Guidance on use of Reasonable Force or Footnote 3 below).

## 5.10 Handling Suspected Illegal Substances

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. In addition, Section 5 of the Misuse of Drugs Act 1971 makes lawful provision for a person, in order to prevent the commission or continuance of an offence, to take possession of a controlled drug and either destroy it as soon as reasonably practicable, or hand it to a police officer for identification and destruction. The school does not

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<sup>2</sup> DfE Guidance (2014; 7) states, "There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff."

<sup>3</sup> For link to guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

expect staff to destroy suspected illegal substances. Any illegal substances found by all staff under any circumstances must be handed over to the police at the earliest possible opportunity.

The find must be witnessed by at least one other staff member in addition to the finder, the fact recorded and the drug held in a safe location until the police have dealt with the matter. Be sure to include the following information:

- description of item
- time, date and place of seizure
- full details from whom item seized and under what circumstances
- details of member of staff seizing the item
- signatures of witness(es)

The item must be appropriately stored and **not taken home**, as the law is very specific regarding the disposal of controlled drugs and handling of them by unauthorised persons. Any storage, no matter how well intentioned (except while waiting for the police to collect it, once they have already been informed), is technically unlawful possession of a controlled drug.

If the police cannot attend quickly enough to remove the substance before the close of the day, the person in charge should inform the police that, in order that they are not breaking the law by possessing drugs on premises, they will be taking the drug to the nearest police station. They should give full details of their mode of transport and route and the name of the officer or number of the recorded message line they contacted to inform them of this course of action.

Where the staff member finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

## 6. Information Sharing

6.1 All issues relating to confidentiality and information sharing will be in a context that is legal and is approved of and known by the senior management.

6.2 The importance of confidentiality cannot be underestimated. A student seeking help or advice about drugs or substance use is not going to disclose to a trusted staff member if they believe that the information will immediately be shared with their parents or the police. At the same time it is essential that teachers work within the law. The vital ingredient in the development of any successful working relationship between the teacher and young people is trust. A young person sharing personal issues with a staff member can often expect that confidentiality will be maintained. However, staff know that this is not always possible and they cannot nor should promise total confidentiality. They must explain clearly with pupils the circumstances under which information may need to be disclosed and to whom.

6.1 **Judging Competency & Parental Involvement:** A young person aged 16 or 17 or a child under 16 who has the capacity to understand and make their own decisions may give or refuse consent to sharing. Children aged 12 or over may generally be

expected to have such understanding. In most cases where a teacher has judged that the child is not competent to consent, a person with parental responsibility should be asked to consent on behalf of the child.

The Children's Act (2004) states that is the duty of teachers to 'assist in the enhancement and maintenance of effective relationships between parent and child'. The parent of the child can therefore claim that they have a legal and moral right to be involved in the care of a young person if their participation will add to their child's wellbeing. The Children's Act defines 'parental responsibility' as, 'all rights, duties, powers, responsibilities, and authority which by law a parent of a child has in relation to the child and his property'.

- 6.2 Protecting a Young Person's Confidentiality:** Professionals working with young people have a duty of confidentiality to young people, and are not legally obliged to inform parents of a young person's drug use. In a situation where a young person's drug use has been disclosed by themselves or others, the provider must follow their Child Protection policy in deciding whether or not to share information. The worker must assess the impact on the young person of informing the parents of their child's alleged drug use, and be very clear of the potential results of a disclosure. Any decision must be demonstrated to be made in the public interest as defined below. Decisions and discussions with senior staff must be documented clearly and accurately at the time and not retrospectively.
- 6.3 Sharing Information without Consent Disclosure:** may be made if such a disclosure is considered to be in the **public interest**. Each case must be decided on its own merits. In making the decision the provider must weigh up what might happen if the information is shared against what might happen if it is not, and make a decision based on a reasonable judgment. There are public interests, which in some circumstances may weigh against sharing, including the public interest in maintaining young people's confidence in the confidentiality of the provider as a source of help.

Sharing confidential information without consent will normally be justified in the public interest:

- when there is evidence that the child is suffering or is at risk of suffering significant harm; or
- where there is reasonable cause to believe that a child may be suffering or at risk of significant harm; or
- to prevent significant harm arising to children and young people or serious harm to adults, including through the prevention, detection and prosecution of serious crime. Serious crime means any crime that causes or is likely to cause significant harm to a child or young person or serious harm to an adult.

The key factor in deciding whether or not to share confidential information without consent is **proportionality**: i.e. is the information you wish to, or are asked to share, a balanced response to the need to safeguard a child or another person, or to prevent or detect a serious crime?

Whether the decision is to share information or not, the reasons for the decision should always be recorded in writing.

- 6.4 Information sharing:** The school will ensure that information is shared in a proper way. This means:



- sharing the information which is necessary for the purpose for which it is being shared
- sharing the information with the person or people who need to know
- checking that the information is accurate and up-to-date
- share it in a secure way
- establish with the recipient whether they intend to pass it on to other people, and ensure they understand the limits of any consent which has been given
- inform the person to whom the information relates, and, if different, any other person who provided the information, if you have not already and it is safe to do so

## 7. Assessing Vulnerable pupil at Risk

- 7.1 The school will use the local Professionals Toolkit<sup>4</sup> with any pupil they believe is involved in substance use. The Provider will contact Youngaddaction Havering (see Section 10 for contact details) for guidance **before** assessing the pupil's need for support.
- 7.2 The Provider will use the local Professionals Toolkit which provides advice and guidance on how to respond to, assess and refer young people to the local substance misuse service, known as, 'Youngaddaction Havering'. The information will not be passed on to other agencies or individuals outside the provider without the consent of the young person unless there are public interest grounds for doing so as outlined above.
- 7.3 In most cases, one or a few of the situations below will result in the need for a pupil to be screened:
- Pupil's drug or alcohol use is significantly affecting performance at school, work, or home.
  - Drug or alcohol use is causing problems such as conflict at home.
  - They feel under unwanted pressure to use drugs, or are being coerced to use or procure drugs for others.
  - The pupil is involved in organised or habitual supply of drugs to others.
  - They fall into an identified vulnerable group or are experiencing one or more of a number of risk factors (e.g. lack of parental or peer support, being looked after, additional risk behaviours such as risky sexual behaviour, emotional or behavioural problems).
  - The pupil's drug or alcohol use is 'out of control'.
  - Their health is suffering as a result of their drug use or their life could be at risk.
  - The pupil could be at risk of violence from others if their drug use continues.
  - The pupil has a previous history of problematic drug misuse (or their parents).
  - The pupil is using any Class A drugs or injecting any non-prescribed drugs.
  - Other staff or service users could be exposed to significant danger.
  - Their (or someone else's) drug use is impacting negatively on their behaviour and/or emotional health
- 7.4 Staff will also take into consideration whether the student's use is:

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<sup>4</sup> For link to Toolkit, click on <https://www.havering.gov.uk/Pages/Services/Drug-and-alcohol-support-for-young-people.aspx>

- a one-off incident or longer-term use of a drug or alcohol
- the quantity of the drug or alcohol involved
- the pupil's motivation in disclosing their use to you
- the young person's knowledge and attitude to their own or others' safety
- how the drug is being used
- where the incident appears on a scale from 'possession of a small quantity' to
- 'persistent supply for profit'.

**7.5** It is clear that not every instance of drug use will place a pupil at risk of significant harm. The Toolkit will help staff determine the seriousness of each young person's substance use and the actual or likelihood of immediate or possible future risk and harm, so that a referral can be made to Youngaddaction Havering (see Section 8).

**7.6** It is important that staff know how to assess the likelihood of significant harm to a young person (or others) as a result of their involvement with drugs and how best to assist them to access other services, so staff are always invited to seek support from their line manager and/or Youngaddaction Havering.

## **8. Referring to the Local Service - Youngaddaction Havering**

**8.1** The Provider will disclose information as appropriate following child protection procedures<sup>5</sup>, agreed onward referral mechanisms and protocols with other agencies or to the police as appropriate to the public interest case being satisfied. The Provider will not automatically be expected to report any young person's personal disclosure of drug use to the police. It would normally be more appropriate to refer young people to Youngaddaction Havering, the local specialist service in the first instance. However, there may be circumstances where this course of action is taken, such as repeated warnings or danger to staff and others. Discussion between the staff and senior manager is essential to agree on a coordinated and planned approach to supporting and safeguarding the student.

**8.2** As mentioned in Section 7, the Professionals Toolkit will help staff determine whether or not to refer a pupil to Youngaddaction Havering. The referral form can be found in the Toolkit but it is advisable that staff members although preferable that it is a senior member of staff, use the on-line referral pathway<sup>6</sup> to make a referral. Once referred, Youngaddaction will respond to the referral within 5 working days and, based on the consent of the young person and any factors relating to safeguarding in the pupil's life, will seek to keep staff updated on the pupil's progress during the substance misuse intervention.

## **9. Policy Training**

**9.1** All staff will be made aware of their responsibilities under this policy and will receive training and support relevant to their responsibility for its effective operation. In addition, staff will be trained in the referral procedure to access additional support and treatment services from external agencies.

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<sup>5</sup> For further information, click on link for HM Government's 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' Statutory Guidance <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<sup>6</sup> For link to on-line referral, please click on [www.havering.gov.uk/youngaddaction](http://www.havering.gov.uk/youngaddaction)

## **Contacts**

### **Young Addaction Havering**

#### **Young People's Substance Misuse Service in Havering**

T: 07717 527 246 / 07717 768 801 (open

Monday-Friday) E:

[youngaddaction@havering.gov.uk](mailto:youngaddaction@havering.gov.uk)

W: [www.havering.gov.uk/youngaddaction](http://www.havering.gov.uk/youngaddaction) (includes on-line referral form)

### **Early Help Service**

**Havering Council's Early Help Service provides advice, guidance and support. The service will often be the first point of contact for to discuss concerns about a pupil.**

E: [earlyhelp@havering.gov.uk](mailto:earlyhelp@havering.gov.uk)

T: 01708 434714

W: <http://havering.mylifeportal.co.uk>

### **Mentor**

#### **The Alcohol and Drug Education and Prevention Information Service (ADEPIS)**

A: 1st floor, 67-67 Cowcross Street, London,

EC1M 6PU T: 020 7553 9920

E: [adepis@mentoruk.org](mailto:adepis@mentoruk.org)

W: <http://mentor-adepis.org>

### **PSHE Association**

#### **Support and resources on teaching PSHE**

T: 0207 922 7950

W: <https://pshe-association.org.uk/>

### **FRANK**

#### **National drugs awareness campaign**

T: 0800 776600

E:

[frank@talktofrank.com](mailto:frank@talktofrank.com)

W:

[www.talktofrank.com](http://www.talktofrank.com)

## **10. Relevant Documents**

### **Mentor (2014) Quality standards for effective alcohol and drug education**

These standards are designed to help schools and those that work with schools to shape the context and delivery of alcohol and drug education. They draw on national and

international evidence for what is effective and have been subject to wide consultation with practitioners.

<http://mentor-adepris.org/wp-content/uploads/2014/05/Quality-standards-for-alcohol-and-drug-education.pdf>

### **DfE & Association of Chief Police Officers (2012) Drug advice for schools**

This non-statutory advice produced jointly with the Association of Chief Police Officers (ACPO) is for school leaders, school staff, governing bodies and local authorities. This guidance does not focus on drug education. It covers broader behaviour and pastoral support, as well as managing drugs and drug-related incidents within schools.

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

### **DfE (2014) Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies**

This advice is intended to explain schools' powers of screening and searching pupils. In particular it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It also includes statutory guidance.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279245/searching\\_screening\\_confiscation\\_advice\\_feb14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf)

### **DfE (2013) Use of reasonable force: Advice for headteachers, staff and governing bodies**

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **DfE (2015) Keeping children safe in education: Statutory guidance for schools and colleges**

This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **HM Government (2015) Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children**

This statutory guidance should be read and followed by local authority Chief Executives, Directors of Children's Services, LSCB Chairs and senior managers within organisations who commission and provide services for children and families, including social workers and professionals from health services, adult services, the police, academy trusts, education, youth justice services and the voluntary and community sector who have contact with children and families

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

### **Havering Council & Addaction (2013) Professionals Toolkit**

The local Professionals Toolkit provides advice and guidance on how to respond to,

assess and refer young people to the local substance misuse service (Youngaddaction). <https://www.havering.gov.uk/Pages/Services/Drug-and-alcohol-support-for-young-people.aspx>

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# Appendix 1: Example Managing Drug/Alcohol Incidents Flowchart



**Appendix 2: Drugs Policy Implementation Checklist**

<b>Section 1</b>				
<b>Whole school approach to drugs</b>				
	<b>Person Responsible</b>	<b>Target Date</b>	<b>Progress Status</b>	<b>Comments</b>
<b>1.1 Is there a designated senior member of staff (or team) responsible for the school drugs policy?</b>				
<b>1.2 Is there a drug policy covering drug education and the schools approach to managing drug incidents and the welfare of pupils?</b>				
<b>1.3 Has the policy been developed in consultation with the whole community, including staff, governors, parents/carers, pupils and outside agencies (e.g. school nurses)?</b>				
<b>1.4 Has the policy been disseminated among staff, pupils and parents/carers and included in induction arrangements for new staff, pupils and prospective parents?</b>				
<b>1.5 Is the approach to drugs consistent with the ethos and values framework of the Provider developed by the whole school community?</b>				

<b>1.6 Do parents/carers have access to information and support about drugs?</b>				
<b>1.7 Although not statutory, is there a designated governor with responsibility for drugs?</b>				
<b>1.8 Is the drugs policy available on the schools website</b>				

**Section 2**  
**Approach to drugs education**

	<b>Person Responsible</b>	<b>Target Date</b>	<b>Progress Status</b>	<b>Comments</b>
<b>2.1 Have realistic and achievable aims for drug education been stated in the drug policy which are consistent with the moral and values framework of the school?</b>				
<b>2.2 Have specific teaching objectives and learning outcomes been set for each year group/class, reflecting a balance between the development of personal and social skills, knowledge and understanding and exploring attitudes and values?</b>				
<b>2.3 Has adequate time been allocated on the timetable for drug education lessons?</b>				
<b>2.4 Have links with other curriculum subjects and PSHE components, for example sex and relationship education, been explored?</b>				



<b>2.5 Are parents/carers informed and consulted about their child's drug education?</b>				
<b>2.6 Have pupils been consulted for suggestions on what and how drug education is taught?</b>				

**Section 3  
Delivering Drugs Education**

	<b>Person Responsible</b>	<b>Target Date</b>	<b>Progress Status</b>	<b>Comments</b>
<b>3.1 Do staff understand the importance of establishing ground rules and creating a safe and supportive learning environment?</b>				
<b>3.2 Are pupils made aware of the aims and intended learning outcomes of each lesson/activity?</b>				

<b>3.3 Have a wide range of teaching approaches been established to engage pupils actively in their own learning, for example, drama, theatre-in-education, debate and discussion, and external contributors?</b>				
<b>3.4 Is the content of lessons culturally sensitive and have the needs of all pupils with special educational needs been taken into account?</b>				

<b>3.5 Are good quality, appropriate teaching resources available, which have been chosen according to key criteria?</b>				
<b>3.6 Have external agencies and individuals who can contribute to the drug education programme been identified? Has their contribution been planned and a clear role been negotiated with them?</b>				
<b>3.7 Are external contributors aware of the aims of drug education, the drug policy and the confidentiality policy to ensure consistency with the schools approach?</b>				
<b>3.8 Have procedures for assessing pupils' learning been established, taking account of the knowledge and understanding they have gained, the skills they have developed and put into practice, and how their feelings and attitudes have been influenced?</b>				
<b>3.9 Have plans been made for teachers to devise preparation and follow-up work including work with external agencies?</b>				
<b>3.10 Is the drug education programme reviewed and amended to ensure that the content is brought up to date with changing local patterns of drug use, the changing needs of students, and evaluation findings?</b>				

**Section 4**  
**Supporting At Risk Students**

	<b>Person Responsible</b>	<b>Target Date</b>	<b>Progress Status</b>	<b>Comments</b>
<b>4.1 Does the drugs policy include support to those who may have problems with drugs (either themselves or a family member)?</b>				
<b>4.2 Have targeted support and education been established for these pupils or those identified as being vulnerable to drug misuse?</b>				
<b>4.3 Are staff and pupils aware of the policy regarding confidentiality and disclosure?</b>				
<b>4.4 Are staff aware of policy and processes for referring pupils to outside agencies should the need arise?</b>				
<b>4.5 Do all students have access to information on local and national helplines and support services?</b>				
<b>4.6 Do parents have access to information on local and national helplines and support services?</b>				

**Section 5**  
**Supporting Staff**

	<b>Person Responsible</b>	<b>Target Date</b>	<b>Progress Status</b>	<b>Comments</b>
<b>5.1 Are staff aware of the drugs policy and their role and responsibilities?</b>				

<b>5.2 Has induction training on general drug awareness been provided for all staff?</b>				
<b>5.3 Do those teaching drug education have access to support and continuing professional development activities to enable them to feel confident in their role?</b>				
<b>5.4 Are staff who have attended training given support in disseminating the training to other members of staff and evaluating its impact on teaching and learning?</b>				
<b>5.5 Do staff have knowledge of the local drug situation and the role of local support agencies?</b>				

### Appendix 3: Example of a Drug- Related Incident Report Form

Drug-Related Incident Report Form	
Please complete this incident electronically, save and e-mail to the appropriate senior staff member/Headteacher responsible for dealing with drug-related incidents	
Author of Report:	Date Report Completed:
<b>1. Incident Details</b>	
Date of Incident:	Time of Incident:
Name of Student:	Form or Class:
Is this the first incident?    YES/NO	If NO, how many other incidents:
Suspected Drug Involved:	Sample Drug Found: YES / NO
If found, where retained:	Name of Witness:
<b>2. Brief Description of Incident</b>	
<b>3. Additional External Support</b>	
First Aid given:    YES / NO	First Aid given by:
Ambulance called: YES / NO	Called by:
Parent/Carer to be called: YES / NO	Parent/Carer to be called by:
Social Worker to be called: YES / NO	Social Worker to be called by:
Drug Agency to be called: YES / NO	Drug Agency to be called by: