



St Thomas Primary School

Drug Education & Incident Management Policy

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Description of School

St. Thomas Primary School is a community primary school for girls and boys aged 4 – 11, situated in the City of Exeter. The school has the capacity for 210 children on roll. Historically, children come from both single and dual parent families. In each year there are a few children identified with Special Education Needs. There is a wide social mix and varied family backgrounds. The school covers an urban residential area. The school has an active PTA, which involves itself mostly in fund-raising activities, and the St. Thomas Community Action Partnership group, which organizes and manages projects for the benefit of the school and the community it serves.

Rationale and Context

St. Thomas Primary School values Drug Education as part of a holistic view towards Health Education and it is therefore a vital part of our approach and commitment to being a healthy school. We provide a planned Drug Education Programme as part of our Science, PSHE and Citizenship curriculum to inform and educate pupils about the consequences of drug use and misuse.

We acknowledge the National Drugs Strategy and its aim to reduce the harm that drugs cause to society and to prevent today's young people from becoming tomorrow's problematic drug users. We are aware of our role as a Tier-One service (of a YPSMP – Young People's Substance Misuse Plan) providing education and pastoral support. Unauthorised drugs are not acceptable in St. Thomas Primary School and our first concern in managing drugs is to safeguard health.

The Context of the Policy

This policy reflects the shared values and aims at St. Thomas Primary School, and provides guidance to teachers, support staff, parents, governors and pupils.

Local and National Guidance and Support

The teaching staff follow the school's Drug Education Programme, supported by the statutory National Curriculum Science Order, 2000, and the relevant units from the non-statutory frameworks for PHSE and Citizenship, as appropriate.

Definition of Drugs

For the purpose of this policy drugs are defined as; all legal drugs, alcohol, tobacco, volatile substances, illegal drugs and over the counter and prescription medicines. We accept that drugs and substances usually alter our body chemistry, feelings and perceptions.

(For further information and comment about drugs of particular significance please refer to the guidelines at the end of this policy.)

Aims and Objectives

This Policy acknowledges and clarifies the school's role in Drug Education and Prevention and helps ensure a whole school programme appropriate to our pupils' needs.

We believe our Drug Education will :

- Provide accurate knowledge about drugs and their affect.
- Correct misunderstandings.
- Enable pupils to make healthy informed choices by increasing their self knowledge through self-awareness and self-esteem.
- Explore their own and other peoples' attitudes and resist unhelpful pressures from peers and from advertising.
- Promote positive attitudes towards healthy lifestyles.
- Promote a sense of responsibility towards the use of drugs.
- Develop pupils' understanding of rules and laws.

Equal Opportunities

We are committed in this school to teaching and learning which ensures equality of access for all pupils and this is the case for the Drug Education Programme. We recognise that issues relating to drug use/misuse cut across all areas and boundaries and it is therefore important that children develop a holistic/overall awareness.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Care should be taken by all staff to ensure that vulnerable pupils, including those with SEN, receive their entitlement to Drug Education. Pupils with SEN may be more vulnerable to situations involving risk. In this instance teachers may need to focus more on developing pupils' confidence and skills to manage situations that require making decisions about drugs. Teachers should pay particular attention to enabling pupils to seek help and support when they need it. Where teaching assistants are involved they need to understand the school Drugs Policy and the aims of the Drug Education Programme.

CULTURE, ETHNICITY AND DIVERSITY

The Drug Education Programme has relevance for all children at St. Thomas Primary School, bearing in mind the Race Relations (Amendment) Act 2000.

Teachers ensure that the programme includes a variety of teaching methods and strategies that cater for the range of attainment levels of their pupils and their diverse needs. They are sensitive to the fact that pupils may have varying attitudes towards drugs, which are influenced by their cultural and religious backgrounds and their life experiences, values and beliefs. For example : the stigma around drug misuse is different in different communities; alcohol is forbidden in some communities.

However, we confirm that it is still important for all pupils to be prepared for drug-related situations and the decisions they may face.

PUPILS WITH DRUG MISUSING PARENTS/CARERS

Teachers are sensitive to the possibility that some pupils may have drug misusing parents, carers, or members of their immediate or extended families. Teachers should therefore, try to portray issues and use language, which takes this into account. Where such pupils have been identified care should be taken that they do not feel stigmatised. Furthermore school will maintain sensitive observation over these vulnerable pupils.

THE ROLES OF THE HEADTEACHER AND GOVERNING BODY

The Headteacher takes overall responsibility for this Policy and its implementation, for liaison with the Governing Body, LEA and appropriate outside agencies, as appropriate. The Headteacher will ensure that all staff dealing with substance issues are adequately supported.

The Headteacher will :

- Develop and review the Drug Education Policy
- Monitor and assess its effectiveness in practice.
- Co-ordinate the Drug Education Programme.
- Ensuring the overall health, welfare and well-being of all pupils is taken into account.
- Establishing links with external agencies, as appropriate.
- Access support and training for staff, as appropriate.
- Manage any drug related incidents.

DISSEMINATION OF THE POLICY

The Drug Policy has been distributed to all staff and Governors and is available to parents and carers and relevant outside agencies. Copies are kept in the Staff Handbook.

MONITORING, EVALUATION AND REVIEW OF THE POLICY

The Drug Education Programme will be closely monitored and evaluated, and this will then feed into any reviews of this Drug Policy. The teaching staff and SMT will monitor and evaluate in the following ways :

Monitor:

- Delivered drug education content for each class through appropriate planning.
- Record drug related incidents and responses, as necessary.
- Record discussions from staff meetings, as appropriate.
- Record discussions from SMT meetings, as appropriate.
- Gather feedback from pupils, parents and staff, as appropriate.
- Consult with key staff within the LEA and in the outside agencies, as necessary.

Evaluate:

- Effectiveness of the policy and content as a working document.
- Identify ways of measuring outcomes or evaluating success
- Criteria might include: levels of knowledge, areas and issues covered in drug education, number of drug related incidents.

Review

- This policy and the Drug Education Programme.

Amend

- Make changes as necessary.
- Re-publish and distribute the policy, as appropriate.
- Begin the re-monitoring of the use of the policy.
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DMP July, 2006.

St. Thomas Primary School
DRUG EDUCATION PROGRAMME

PROGRAMME OUTLINE :

St. Thomas Primary School will use material from 'Health For Life' for its Drug Education Programme, linking this to other areas of the curriculum as appropriate. Resources used have been selected by taking into account the needs and circumstances of all pupils.

Overview of Teaching and Learning styles/approaches and handling of sensitive issues. Classroom arrangements /single sex etc.

Drug Education shares the features of well-taught lessons in any subject. Teachers act as facilitators/guides and ensure that pupils are fully involved in the lesson by using a variety of interactive and participatory teaching methods that engage pupils in their own learning. Staff development for these purposes will be undertaken as necessary.

External Contributors to Drug Education

External agencies and individuals make valuable contributions to our school Drugs Education Programme, by giving advice, assisting with planning and providing classroom input.

Health professionals who may support our Drugs Education Programme are made aware of the school Drug Policy and programme.

Working with Parents

Parents and carers have an important role in supporting the provision of drug education, especially in helping a young person examine their attitude to drugs. Our approach and rationale is explained to parents/carers to gain their understanding and support, as necessary and appropriate. This is particularly important for parents/carers of primary age pupils as they may not understand the necessity of starting drug education from an early age.

Assessing, monitoring, evaluating and reviewing Drug Education

Elements of Drug Education that form part of the Science Curriculum at KS 1 and 2 must be assessed in accordance with the requirements of National Curriculum Science. The learning from other elements of Drug Education should also be assessed in order to establish :

- the knowledge and understanding pupils have gained and its relevance to them
- what skills they have developed and put into practice
- how their feelings and attitudes have been influenced by the programme

Staff are encouraged to conduct regular assessments and could use the following methods:

- Seeking feedback from pupils at the end of lessons on their progress, achievements, both individually and as a group.
- More formal assessment of their learning and its value to them
- Teacher assessment of activities undertaken and work completed
- Class discussion aimed at helping pupils identify what they should do next
- Inviting pupils and teachers to reflect on the programme

Monitoring Teaching

Drug Education provision is monitored by the PSHE Co-ordinator as part of whole school monitoring procedures. Monitoring could involve talking to pupils about their understanding of the curriculum area and their feelings about the way they are taught/ activities etc.

Reviewing the Drug Education Programme

The Drugs Policy and the school's Drug education Programme will be reviewed and amended as appropriate, in order to ensure the effective delivery of a relevant curriculum for all children at the school.

DMP
July, 2006.

APPENDIX

Drugs of Particular Significance

Drug Education includes teaching about all drugs, including illegal drugs, alcohol, tobacco, volatile substances and over-the-counter and prescription medicines. It is important that issues related to specific drugs are not considered in isolation but integrated within an overall programme. On occasions, there may be a need for teachers to focus on the issues relating to specific drugs of particular relevance to their pupils. Information on recent incidents may help here. Other drugs that pupils themselves highlight, that are receiving extra media attention, or that local intelligence suggests are of particular concern, for example, crack cocaine, may also warrant particular attention. Further information on specific drugs is available in the Department of Health publication *Dangerousness of Drugs* (www.doh.gov.uk/drugs).

Alcohol

Educating pupils about the effects of alcohol and how to reduce alcohol related harm is an important priority for schools. Alcohol is the most widely used drug in our society and more young people are likely to use alcohol than illegal drugs. Schools' programmes should reflect this. The popularity and accessibility of alcohol can mask the risks for young people, as they may consider alcohol to be less harmful than illegal drugs. Older pupils are particularly vulnerable to the harm associated with binge drinking, which is a growing pattern of behaviour.

Education about alcohol should recognise the established role it has in our society. The aim of alcohol education should be to reduce the risks associated with pupils' own and others drinking. A harm-reduction approach accepts that people drink and seeks to enhance pupils' abilities to identify and deal with risky situations. It should not suggest that alcohol misuse is acceptable. Rather, it should allow children and young people to make safe and healthy choices. The links between drinking and personal responsibility and sexual behaviour should also be highlighted.

Schools may wish to explore the culture around alcohol by considering society's views, family values, the media and commercial interests. Education can explore and compare different cultures' use of alcohol. Education about the media can give pupils the insight necessary to resist advertising and other cultural pressures.

Alcohol needs to be addressed from primary age and should be revisited as pupils understanding and experience increase.

Tobacco

Schools have an important role to play in raising pupils' awareness of the issues surrounding smoking.

Discussions should make clear that smoking is a minority habit – roughly three quarters of the population do **not** smoke. The health risks associated with smoking must be clearly stated and opportunities to develop refusal skills are

important. The impact of smoking on immediate physical functioning and physical appearance is especially relevant. A number of other topics can be usefully explored, for example, how a pupil may be affected by influences such as the smoking habits and attitudes of friends and family and the approval or disapproval of parents/carers. The perception of smoking as a method of weight control or simply to appear more grown up should also be explored.

While the emphasis should be on providing information and developing attitudes and skills which will help pupils not to take up smoking, the question of smoking cessation should be addressed. Some schools have set up smoking cessation support groups to help those pupils wishing to give up and some groups have extended their scope to deal with other factors causing difficulties in pupils' lives.

Adult example is important and schools are encouraged to prohibit smoking entirely or limit smoking by staff to a smoking area.

Cannabis

Cannabis is the most common illegal drug used by pupils. The government has proposed reclassifying cannabis from a Class B to a Class C drug. The proposed reclassification of cannabis is intended to support a credible message about the level of harm different drugs pose. Cannabis is unquestionably harmful but is substantially less harmful than other Class B drugs, such as amphetamines. It is important for schools to reinforce to pupils that cannabis is harmful to health and is still an illegal drug and possession will remain a criminal offence leading to a possible fine or imprisonment.

Schools should continue to deal with incidents relating to possession or supply of cannabis in line with their school drug policy (see Section 3: Drugs within the school community – safety and good management and Section 4: the School Drugs Policy). Pupils should be aware of the school policy relating to incidents involving cannabis. Teaching materials will need to be updated to reflect the change in classification if legislation is passed. Information about the proposed reclassification of cannabis can be found on www.drugs.gov.uk. For further information, see Appendix 2 (Summary of relevant laws).

Volatile Substances

Volatile substance abuse (VSA), for example, of lighter fuel, glue or aerosols, needs to be addressed at an early point in the drug education curriculum because of the early onset of experimentation and the particular dangers posed by VSA. These include the high risk of accidental death, even for first-time and occasional users. When focusing on VSA, teachers need to give pupils an accurate picture of this risk and help pupils explore the issues raised by VSA. Particular attention and greater detail may be needed for pupils who are known to be abusing volatile substances. As in all drug use, persistent and compulsive use is likely to be associated with other problems. Teachers are encouraged to ensure that they have a sound understanding of VSA, see Appendix 3 (Useful organisations and websites).

Class A Drugs

It is important that young people understand which drugs are most harmful and why. In areas where the use of particular drugs is associated with other major social problems, such as crime, it is especially important for teachers to focus on these issues. For example, schools in areas where the use of crack is a specific problem may wish to highlight the particular risk this drug causes and the effect it has on the community.

POLICY FOR A MANAGING DRUG-RELATED ISSUES AND INCIDENTS.

Rationale

Governors and staff at St. Thomas Primary School believe the possession or use of illegal/unauthorised drugs on school premises is unacceptable and should be dealt with firmly, promptly and fairly. We also acknowledge that authorised drugs on school premises need to be managed appropriately and that unauthorised possession is not permitted.

Our School has a Drug Policy and a Drug Education Programme for all children. However a pupil at our school may choose to use legal substances inappropriately or experiment with illegal substances even if they have both the knowledge of the risks and the skills to resist peer pressure. This Drug-Related Issues and Incidents Policy provides guidance should there be a substance related incident on school premises. The school acknowledges the importance of the **DfES document Drugs: Guidance for Schools (Feb. 2004)** as a key reference document for procedures in this area.

Authorised Drugs

Medicines, legal drugs such as alcohol and tobacco are only legitimately in school when they have been authorised by the Headteacher.

At St. Thomas Primary School, medicines are managed systematically and are carefully stored and kept according to defined procedures by the administrative staff in the school office.

Unauthorised Drugs

This Policy gives clear guidance about our agreed responses and procedures for managing situations involving unauthorised drugs within school boundaries.

The Definition of School Boundaries and School Trips

The term school boundaries is defined as being the school premises and any journeys made in school time and residential trips. In this policy the school day is defined as being 10 minutes before the start of school, namely 8.35a.m., and 10 minutes after school ends namely 3.25p.m.. Between these times the 'in loco parentis' responsibilities would apply.

The Definition of a Drug Incident:

A drug incident is one where there are suspicions, observations, disclosures or discoveries of situations involving unauthorised drugs. A drug incident 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 recognised source of supply of drugs on school premises

- a pupil is thought to be under the influence of drugs
- a staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- a pupil discloses that they are misusing drugs or a family member/friend is misusing drugs
- a parent/carer or staff member is thought to be under the influence of drugs on the school premises

Procedures for Dealing with a Medical Emergency and Major Incident.

In every case of an incident involving drugs the staff at St. Thomas Primary School will place the utmost priority on:

- safety
- meeting any medical emergencies with First Aid
- summoning appropriate help

The school has many first-aid trained personnel who can be called upon to help deal with a substance-related medical emergency. With such instances either the Headteacher or a member of the Senior Management Team must be consulted. Professional medical help will be sought if there is any doubt as to the well-being of the pupil.

Unless they are unconscious, a pupil may be intoxicated without it being a medical emergency. Pupils should be continually observed in case of changes in their condition. It is recommended that arrangements are made with the parent/carer for the child to be collected or escorted home/or alternative arrangements made if the school perceives the child to be more at risk at home.

Identification and Confiscation and Disposal of illegal Drugs

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of protecting a pupil from harm and to prevent an offence being committed in relation to that drug.

The staff at St. Thomas Primary School will confiscate drugs they suspect to be illegal, store them securely in the school safe and arrange for their disposal without delay. An adult witness will be present when confiscations occur and a record kept of the details. School staff will not attempt to analyse or taste confiscated substances.

If requested Police can advise on analysis and formal identification. Pharmacies can identify medicines.

The local Police will collect and dispose of drugs. The law does not require a school to divulge to the Police the name of the pupil from whom the drugs were confiscated. Where a pupil is identified the Police will follow set procedures.

Confiscation of other unauthorised Drugs

In the case of alcohol, tobacco, volatile substances, parents and carers should always be informed and may be given the opportunity to collect any alcohol, tobacco or medicines that have been confiscated.

However, because of the level of danger posed by volatile substances, such as lighter fuel, glue or aerosols, St. Thomas Primary School may arrange for their safe disposal itself.

Searches

When a pupil is suspected of concealing unauthorised drugs **IT IS NOT PERMISSIBLE FOR A MEMBER OF STAFF TO CARRY OUT A PERSONAL SEARCH.** Every effort should be made to persuade the pupil to voluntarily hand over any drugs. If a personal search is needed and the drug is suspected of being illegal, the Police must be called to deal with the situation.

However, staff may search pupils' desks or drawers if they believe drugs to be stored there. **The pupils' consent should always be sought.** Where consent is refused, St. Thomas Primary School will balance the likelihood that an offence has been committed against the risk that a pupil's right to privacy may be infringed without just cause, before deciding to proceed with the search without consent.

PLEASE NOTE after any search, parents/carers should be contacted by the school, regardless of whether the result of the search is positive or negative.

The Role of the Police

It is the belief of our school that there should be a trusting partnership with the Police. St. Thomas Primary School would expect to liaise closely with the local Police to ensure that there is an agreed policy based upon local (LEA and DAT) protocols for dealing with the range of incidents that might arise.

It is felt to be good practice to contact a designated officer, named within this policy, with whom a relationship has been built rather than the emergency services.

Recording an Incident

St. Thomas Primary School will make a full record of every incident, using appropriate forms. This sensitive information will be kept secure in line with the Data Protection Act 1998. We acknowledge that great care must be taken when recording any statements by those involved, as these may be required by the Police if any incident becomes a criminal investigation. Staff should consider separating any pupils involved in the incident and obtaining other adults in support of the teacher and the pupils involved. It is important to note that records may be used in any subsequent prosecution.

Establishing the Nature of an Incident

In any drug related incident St. Thomas Primary School will conduct a careful investigation to judge the nature and seriousness. The Headteacher should inform, consult and involve others as necessary. AT ALL TIMES careful attention should be given to respecting the confidentiality of those involved. The following factors may help in determining the seriousness and needs of those involved and an appropriate response.

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

A Range of Responses

St. Thomas Primary School will consider developing a range of options for responding to the identified needs of those involved in a drug incident. It is also felt that the needs of a pupil in relation to drugs may come to light other than via an incident e.g. through the pastoral system. The response may also serve to enforce and reinforce the school rules.

A list of possible responses might include :

- Early Intervention
- Referral
- Counselling
- Behaviour contract
- Inter-agency programme
- Fixed period exclusion
- Pastoral Support Programme
- A managed move
- Permanent exclusion

The staff at St. Thomas Primary School firmly believe that any response should always aim at providing children with the opportunity to learn from their mistakes and to develop as individuals. Any sanctions should always be justifiable in terms of:

- The seriousness of the incident.
- The identified needs of the child, other children, the school and the community.
- Consistency with school rules, codes and expectations.
- Consistency with disciplinary action for breaches with other school rules (such as theft, violence, bullying).

Confidentiality

The essential nature of confidentiality is not altered by the fact a case involves drugs. Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to pupils. If a child discloses information which is sensitive, not generally known, and which the child asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional and moral duties in relation to:

- Child protection
- Co-operating with a police investigation.
- Referral to external services.

Every effort should be made to secure the child's agreement to the way in which the school intends to use any sensitive information by explaining carefully the purpose of the onward transmission.

Local Child Protection procedures may need to be invoked if a child's safety is under threat. **It should only be in exceptional circumstances that sensitive information is passed on against a child's wishes, and even then the school should inform the child first and explain why this may have to happen.**

These exceptions are defined by a moral or professional duty to act :

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

PARENTS/CARERS AND DRUG INCIDENTS

Informing Parents/Carers

In any incident involving unauthorised drugs schools are advised to involve the child's parents/carers and explain how the school intends to respond to the incident and to the child's needs.

In exceptional circumstances where the school suspects that to do this would put the child's safety at risk/or the child's safety at home, the school should exercise caution when considering involving parents/carers.

In any situation where a child may need protection from the possibility of abuse, the school's Child Protection Co-ordinator should be consulted and local child protection procedures followed.

In turn, parents/carers should be encouraged to approach the school if they are concerned about any issue related to drugs and their child. Schools can refer parents/carers to other sources of help, for example drug or alcohol specialist agencies or family support groups.

Children of Drug Misusing Parents/Carers

Schools need to be aware of the impact parent/carer misuse can have on a child and his/her education. Children of drug misusing parents/carers may be at greater risk of emotional and or physical harm, but this is not always the case.

Schools should be alert to behaviour which might indicate that the child is experiencing difficult home circumstances.

Intoxicated Parents/Carers on School Premises

When dealing with intoxicated parents/carers, staff should attempt to maintain a calm atmosphere. On occasion a teacher may have concerns about discharging a child into the care of a parent or carer, for example when a parent/carer is intending to drive a child home. In this instance the school may wish to discuss with the parent/carer if alternative arrangements should be made – i.e. another parent could accompany the child home. The focus for the staff will always be the maintenance of the child's welfare as opposed to the moderation of the parent/carer,s behaviour.

N.B. Where the intoxication of parents/carers repeatedly places a child at risk and a parent/carer becomes aggressive or abusive, staff should consider whether the circumstances are serious enough to invoke child protection procedures and the involvement of the police if necessary.

Staff Conduct and Drug Use

Teachers at St. Thomas Primary School have a duty of care to act in loco parentis to children entrusted to the school, including when on school trips. It is therefore the expectation to restrict any drinking or other drug use within these times. A member of staff will be deemed unfit to work if he/she poses a risk or potential risk to the health and safety of children or colleagues.

Please note important source material for this area :

Fitness to Teach: Occupational Health Guidance for the Training and Employment of Teachers (DFEE, 2000) and NHSS Staff Health and Wellbeing (HAD 2002).

DMP
July, 2006

APPENDIX – RANGE OF RESPONSES

(taken from Drugs ; Guidance for Schools DfEE 2004 p.67-74)

Early Intervention

Schools may have detected risk factors associated with possible drug use or misuse or a pupil may have disclosed a problem. Communication between staff and early involvement of parents/carers may set the scene for early, supportive, pastoral intervention. An appraisal should take place to determine the nature of the pupil's needs and the additional support a pupil might need if for example:

- Their knowledge about drugs is low
- They rely upon frequent use of drugs
- Their drug use is affecting performance at school
- Their drug use is causing problems such as conflict at home
- They feel under pressure to use, perhaps due to other problems
- Their (or someone else's) drug use is impacting on their behaviour and/or emotional health.

The publication, *First steps in identifying young people's substance related needs* (Drugscope, 2003) provides further guidance.

In addition to the drug education they receive through the curriculum, extra support may involve any or all of the following:

- Providing information and advice in relation to specific drugs
- Developing self esteem and skills such as strategies for seeking support
- Increasing their motivation to address their drug use
- Facilitating access to activities of interest to them (such as youth clubs, extra-curricular events and activities and external provision as part of youth service or DAT activity)
- Liaison with the Connexions service who can identify need and coordinate the help of specialist agencies.

Behaviour and Education Support Teams (BESTs) are also being developed in some LEAs. These are multi-agency teams that work closely with schools and PRUs (Pupil Referral Unit) to support teachers and provide early intervention where there is a high proportion of pupils at risk of developing behavioural problems. They provide supportive services to pupils who have emotional and behavioural difficulties and involve and support their families. BESTs may be able to offer assistance to schools responding to the needs of a pupil involved with drugs.

Referral

Schools should be ready to involve or refer pupils to external agencies when needed. These include:

- The Connexions service
- The school health team
- The BEST where one has been developed

- The Youth and Community Service
- External agencies providing specialist help, for example, young people's substance misuse services and social services child protection teams.

Where possible, and where this will not compromise the pupil's safety, the school should seek the involvement of the pupil and the pupil's parents/carers in such a decision. Schools should familiarise themselves with established referral procedures for local services. The Connexions Service will also have established referral protocols and will play a key role in linking pupils in need of support into appropriate services.

Referral procedures may vary where children are thought to be 'suffering, or at risk of suffering significant harm' and the protocols of the Area Child Protection Committee are applicable. Clear referral criteria and communication routes should be established between young people's advice and treatment services and schools themselves as school drug policies are developed or routinely updated.

In every situation, schools should accord with the guidance on confidentiality, see section 3.14 and refer to the school confidentiality policy.

Counselling

In some instances, either before or following a drug incident, counselling may be identified as potentially valuable to a pupil. Counselling may be provided either on school premises or elsewhere, for example, by the Connexions service.

Counselling rarely focuses on drug misuse alone, and can consider more holistic needs, which may underlie or herald drug-related problems. Counselling is only appropriate when a pupil wishes to take advantage of what it offers. It is usually neither constructive nor effective to attempt to impose it. School should always seek the pupil's consent and explain the purpose and benefits of counselling. Careful attention should be given to issues of confidentiality, see section 3.14.

Behaviour Contract

In the case of serious breaches of discipline, a Behaviour Contract agreed and signed by the pupil, the parents/carers and the school can set out clearly the terms on which a young person can remain at the school and monitor progress towards greater stability. This may require the pupil to be 'internally excluded' from normal contact with peers during the school day for a fixed period in the first instance, until behaviour has improved. Such an approach may incorporate intensive drug education input to boost the pupil's understanding. This may be supported by outside agencies such as health workers, youth workers or drug specialists. The LEA and the DAT can help explore the feasibility and arrangements for such initiatives.

Inter-agency programmes

Multi-agency collaboration provides an opportunity for a pupil to be involved in a short-term intensive programme away from the school offering focused help for the pupil, both to understand drugs and to address his/her personal needs.

Fixed Period Exclusion

Exclusions should only be considered for serious breaches of the school's behaviour policy, and should not be imposed without a thorough investigation unless there is an immediate threat to the safety of others in the school or the pupil concerned.

It should not be used if alternative solutions have the potential to achieve a change in the pupil's behaviour and are not detrimental to the whole school community.

In some cases fixed period exclusion will be more appropriate than permanent exclusion. It is the responsibility of the school to set work during a fixed period exclusion. Arrangements may be made to include drug education, and to ensure that any work set by the school and returned is carefully assessed. Schools should, jointly with the LEA ensure that suitable, full-time alternative education other than the setting and marking of work is planned and provided in the case of longer fixed- period exclusions of more than 15 school days.

Pastoral Support Programme

Pupils at serious risk of permanent exclusion or criminal activity should have a pastoral support programme, which has multi-agency involvement . The PSP should address the underlying factors, while setting clear targets aimed at helping the pupils to manage their behaviour and supporting them towards positive re-investment in their own education.

A Managed Move

A managed move, where another school takes over a pupil's education, requires the full knowledge and co-operation of all the parties involved , including the parent/carers and the LEA. It should only be considered for serious breaches of discipline and where it is clearly the in the best interests of the pupil. Managed moves work best when there are agreed protocols between schools and the LEA, and the support is available to help integration into the new school.

Schools considering accepting pupils from another school for reasons related to drugs should plan carefully to attend to their drug education and wider needs.

Permanent Exclusion

A decision to exclude a child permanently is a serious one.

Permanent exclusion should usually be the final step in the process for dealing with disciplinary offences after a wide range of other strategies have been tried without success. Supplying an illegal drug is a serious breach of school rules and it may be one of the exceptional circumstances where the Headteacher judges that it is appropriate to permanently exclude a pupil, even for a one-off or first – time offence. In making this judgement the headtacher should have regard to the school's policy on drugs and consider the precise circumstances of each case, including the nature of the incident and the evidence available.

Where pupils are permanently excluded for supplying an illegal drug, repeated possession and/or use of an illegal drug on school premises, the Secretary of State would not normally expect the Governing Body or an independent appeal panel to reinstate the pupil.

It is important that those excluded from school are given appropriate support and advice. (Connexions would help with this – through a personal adviser and relevant activities etc.) The aim is to ensure that pupils receive the support they require to make a successful reintegration.

All permanently excluded pupils should be offered full-time education and the LEA should always ensure such provision is made. It is important that pupils educated in PRU's or alternative provision receive drug education and targeted prevention appropriate to their identified needs. This may involve referral to other agencies.

DMP
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