

# North Yorkshire guidance on developing a substance misuse policy for schools, PRU's and settings

**Updated January 2019**

## **Aims of the guidance document**

The purpose of this document is to enable your school to develop and agree a whole school approach to drugs, alcohol, tobacco and e-cigarettes (vaping) including developing an effective substance misuse policy through wide consultation with the whole school community. This document incorporates a policy checklist and policy template (appendix 1) to ensure the school covers all aspects of an effective policy. Further guidance has been provided on all aspects of an effective whole school approach to ensure the final policy reflects the needs, ethos and responses of the school. It is recommended that the policy should be reviewed every two years unless a school responds to an incident in that time period that requires the policy to be up-dated.

This guidance incorporates advice from the following documents:

- 2017 Drug Strategy, Home Office <https://www.gov.uk/government/publications/drug-strategy-2017>
- Drug Advice for Schools from the Department for Education and the Association of Chief Police Officers (2012). <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- Screening, searching and confiscation. Advice for headteachers, staff and governing bodies (DfE 2018) <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Reviewing your drug and alcohol policy – a toolkit for schools. Mentor UK <http://mentor-adepis.org/reviewing-your-drug-and-alcohol-policy-a-toolkit-for-schools/>
- Quality Standards for effective alcohol and drug education. Mentor – ADEPIS (2017 updated in line with the 2017 drug strategy) <http://forms.mentor-adepis.org/schools-introduction/>
- Police in the Classroom – A handbook for police and PSHE teachers. PSHE association and National Police Chief Council <https://www.pshe-association.org.uk/sites/default/files/u26918/CYP%20police%20in%20the%20classroom%20handbook.pdf>

Alongside this guidance document we also recommend that schools consider the North Yorkshire guidance for schools on producing a smoke free policy with a particular focus on pupils. This is available at <http://cyps.northyorks.gov.uk/health-wellbeing-phse>

For further information, advice or to discuss any staff training needs please contact Clare Barrowman, Health and Wellbeing Adviser, Education and Skills NYCC [clare.barrowman@northyorks.gov.uk](mailto:clare.barrowman@northyorks.gov.uk) or Tel: 01609 53680

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## **Background Information to young people's substance misuse from the National Smoking, Drinking and Drug use among young people survey, National Office of Statistics, 2016**

<https://digital.nhs.uk/catalogue/PUB30132>

### **National data:**

- There had been a national decline in drug use by 11-15 year olds since 2001. In 2014, 15% of pupils had ever taken drugs, compared with 29% in 2001 but the 2016 national survey has seen an increase in drug use with 24% of 11-15 year olds reporting they have ever taken drugs. The drug most likely to have been used is cannabis.
- This decline was in parallel to the fall in the proportion of pupils who have ever been offered drugs, from 42% in 2001 to 26% in 2014. This has increased to 36% in 2016 which includes being offered psychoactive substances which was not previously included in the question.
- There is an age difference. Nationally in 2016, 11% of 11 year olds had taken drugs in the last year compared to 37% of 15 year olds.
- Nationally the proportion of 11-15 year olds who have drunk alcohol has increased from 38% in 2014 to 44% in 2016.

### **Growing Up in North Yorkshire (GUNY) Survey completed in 2018**

- Year 6 pupils reported that 3% had at a least one alcoholic drink in the last week, 13% of Year 8 pupils and 35% of Year 10 pupils
- 10% of Year 8 pupils and 31% of Year 10 pupils reported that they have been offered cannabis which is the most common drug used in North Yorkshire.
- 5% of Year 8 pupils and 16% of Year 10 pupils reported that had ever taken some form of illegal drug.

### **Substance Misuse Policy**

It is essential that a school has a substance misuse policy links to other schools policies for example: School Medicines Policy, Smoke free Policy, Behaviour and Rewards Policy, Safeguarding Policy, Policies covering school visits, Health and Safety, Personal, Social, Health and Education (PSHE) and Confidentiality Policy. The schools substance misuse policy should be developed through wide consultation with the whole school community and take into account all the key aspects identified in this guidance document.

### **Consultation**

It is good practice to consult with the whole school community when developing or reviewing the school's substance misuse policy. The following are prompts to support this process:

- How are pupils, parents/carers, governors, teaching and non-teaching staff, partners and stakeholders going to be consulted and involved in the development / review of the policy?
- Are all staff aware of the policy? Has it been discussed at a whole staff meeting?
- How will the policy be disseminated to the whole school community?
- How will the policy be shared with external providers to ensure their contribution adds value to the schools approach to substances (including effective education)?

### **The purpose of a substance misuse policy is to:**

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of pupils and others who use the school
- Clarify the school's approach to substances for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the substance misuse education programme
- Enable staff to manage substances 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 substances complements the overall approach to substance misuse education and the values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school substance misuse education programme and the management of incidents involving illegal and other unauthorised substances.
- As part of the statutory duty on schools to promote pupils' wellbeing and safeguard pupils, schools have a clear role to play in preventing substance misuse and supporting vulnerable pupils as part of schools pastoral responsibilities.

## **2017 Drug Strategy – Information taken directly from the strategy in relation to schools**

<https://www.gov.uk/government/publications/drug-strategy-2017>

“Schools have a key role to play in helping children and young people to develop the confidence and resilience needed to support academic attainment, to be valued by employers, and to make a positive contribution to British society. High quality Personal, Social, Health and Economic (PSHE) education is at the heart of supporting young people to leave school prepared for life in modern Britain. This means investing in a range of evidence-based programmes, which have a positive impact on young people and adults, giving them confidence, resilience and risk management skills to resist risky behaviours and recover from set-backs.

We are clear that programmes that are least effective in preventing substance misuse are those that focus solely on scare tactics, knowledge-only approaches, mass media campaigns or the use of ex-users and the police as drug educators in schools, where their input is not part of a wider evidence based prevention programme. In line with our broad approach to prevention and resilience building, we will support commissioners, schools, educators and prevention practitioners to take an evidence-based approach to preventing substance misuse.

In addition to universal preventative action, a more targeted approach is needed for those most at risk of misusing drugs and to tackle the threats of new types of drug misuse. This includes vulnerable young people; we know that young people’s drug misuse overlaps with a range of other vulnerabilities, which can also exacerbate their risk of abuse and exploitation. Most young people who have developed substance misuse problems are not at the stage where they are dependent on drugs or alcohol and so require a different response, focused on preventing more problematic use. We also know that young people accessing specialist substance misuse services are usually experiencing other problems such as self-harm or other manifestations of poor mental health, truanting, offending and sexual exploitation which may be driving the young person’s substance misuse”.

### **County Lines**

There is growing awareness of the threat of ‘county lines’, drug supply, violence and exploitation which may impact on young people in North Yorkshire and needs to be considered when managing a substance related incident and consideration needs to be given to when teaching about ‘grooming’ as part of a planned PSHE curriculum that this also includes been groomed to supply substances.

A typical county lines scenario is defined by the following components:

- A group (not necessarily affiliated as a gang) establishes a network between an urban hub and county location, into which drugs (primarily heroin and crack cocaine) are supplied.
- A branded mobile phone line is established in the market, to which orders are placed by introduced customers. The line will commonly (but not exclusively) be controlled by a third party, remote from the market.
- The group exploits young or vulnerable persons, to achieve the storage and/or supply of drugs, movement of cash proceeds and to secure the use of dwellings (commonly referred to as cuckooing).
- The group or individuals exploited by them regularly travel between the urban hub and the county market, to replenish stock and deliver cash.
- The group is inclined to use intimidation, violence and weapons, including knives, corrosives and firearms.

Further information can be accessed from the County Lines Violence, Exploitation & Drug Supply 2017 National Briefing Report, <http://www.nationalcrimeagency.gov.uk/publications/832-county-lines-violence-exploitation-and-drug-supply-2017/file>

Children and Young people trafficked for the purpose of criminal exploitation in relation to county lines – a toolkit for professionals <https://www.childrensociety.org.uk/sites/default/files/exploitation-toolkit.pdf>

### **Statutory Duties and Responsibilities on schools in relation to substance misuse**

Schools need to ensure that the statutory requirements of [Keeping Children Safe in Education \(Sep 2018\)](#) are complied with. This document refers to substance misuse as a safeguarding issue and states in relation to all safeguarding issues:

- All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment

- All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Governors need to ensure that pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.* (Children Act 2004) and community cohesion (Education Act 2006).

The Education and Inspections Act 2006 empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of substance misuse covered by this policy, which may take place out of school, but is linked to membership of the school. The school should deal with such incidents within the procedures set out in the substance misuse policy and associated behaviour policies and will, where known, inform parents/carers of incidents of inappropriate behaviour that takes place out of school within safeguarding procedures.

### **Definition and Terminology**

Because people have different perceptions and understanding when they hear the word “substances” it is necessary to be clear about what the school means by substances. Clarification can reduce the risk of misunderstanding and concern about dealing with a sensitive issue, especially with younger children.

A suggested definition of substances is:

- All illegal drugs -those controlled by the Misuse of Drugs Act 1971 which now includes novel psychoactive substances (previously known as legal highs) (See appendix 4 for further information)
- All legal drugs including alcohol, tobacco / e-cigarettes, volatile substances, alkyl nitrites (poppers)
- All over the counter and prescription medicines (misuse of).

It is recognised that there is no such thing as a safe substance and any substance use has associated risks and benefits. For simplicity this guidance refers to:

- ‘substance use’ as the use of any drug legal or otherwise
- ‘substance 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.

The guidance refers to substance misuse 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 substances**

The school should not permit the misuse of substances nor the use or presence of unauthorised substances on site or associated with any activity, anywhere, for which the school is responsible.

Substance misuse 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.

Consideration may need to be given to alcohol for specific events for example, 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.

## **Consider to whom the policy will apply, where and when**

The policy should apply 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.

Issues for consideration;

- The policy needs to take into account all those who use the school building and site during and outside of the school day. This could include staff, visitors, partner agencies, governors, other users of the building from after school activities and youth/adult service providers to commercial hirers and contractors
- The school's response when non-criminal behaviour occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school e.g travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school
- Consider if your policy will include events, organised by, for example, a parent-teacher association or similar particularly regarding alcohol - for example if alcohol is provided as a prizes in a raffles then it can only be given to someone aged 18 years or over
- Consider also how the policy will apply to school activities off-site, in particular residential experiences. It may be necessary to consider drawing up separate clauses to cover specialised activities such as exchange visits. (See appendix 6 for further guidance).

## **Roles & Responsibilities**

This section outlines the roles and responsibilities for online safety of individuals and groups within the school.

### **Roles & Responsibilities of the Governors**

Governors are responsible for the approval of the substance misuse policy, ensuring it is disseminated to the wider school community and for reviewing the effectiveness of the policy. This includes ensuring the statutory requirements of Keeping Children Safe in Education (Sep 2018) and other safeguarding responsibilities are being met. The governing body need to agree what substance misuse support is available for pupils to access either on or off the school site, and the schools position on parental consent (see page 8 for further information) and this should be clearly stated in the policy. The governing body, in co-operation with the Headteacher, is also expected to involve pupils, health and other professionals to ensure the substance misuse curriculum is being effectively taught and addresses the needs of pupils, local issues and trends. The governing body will continue their involvement through regular evaluation of provision and policy.

### **Roles & Responsibilities of the 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 substances are to:

- Supporting the Governors comply with the substance misuse aspects of the Keeping Children Safe in Education, September 2018 documentation
- 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 and appropriate outside agencies
- Keep the governing body fully informed of provision, issues and progress around substance issues
- Liaise with the PSHE subject lead to ensure the effective delivery of the substance misuse education within the curriculum is being monitored
- Act upon any concerns which may arise from pupils' substance misuse behaviours.

### **Roles & Responsibilities of a member of the Senior Leadership Team (SLT)**

To ensure a consistent approach to managing a substance misuse incident it is recommended that the school identifies a key member of senior leadership team who manages any substance misuse incident that happen on or off the school site. This member of staff should have access to appropriate training to support their role and be able to liaise with Compass REACH who provide substance misuse support for pupils aged 9 upwards in North Yorkshire. All substance misuse incidents should be logged and monitored and consideration given to any updates in whole school provision, the substance misuse policy, curriculum and staff training.

## **Roles & Responsibilities of the whole staff team**

Substance misuse is a whole school issue. 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 substance misuse 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 substances should be assessed as part of a training plan for staff, especially in relation to a school implementing their safeguarding duties.

Additional training needs for those staff contributing to substance misuse education in the curriculum should be made known to the PSHE subject lead. Staff should have access to continuing professional development opportunities to ensure they can deliver effective substance misuse education and it should be outlined how this learning will be cascaded to others.

## **Roles & Responsibilities of the PSHE subject lead**

The school has a PSHE subject lead that is responsible for all aspects of the subject including education on substances.

- Ensure the implementation and quality of a whole school long term and medium term scheme of work for PSHE that incorporates effective education on substances
- Ensure the curriculum will be meeting the statutory requirements of the Relationships, Relationships and Sex Education and Health Education curriculum that is becoming statutory for all schools in September 2020 and includes education on drugs, alcohol and tobacco / e-cigarettes.
- Ensure that all staff are confident in the skills to teach and discuss issues related to substances
- 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 education on substances, including using the schools Growing up in North Yorkshire survey results
- Access appropriate regular training
- Regularly monitor the curriculum organisation, planning and resources across the school
- Ensure procedures are in place for assessment, monitoring and evaluation of the education on substances
- Liaise with any service provision to effectively support aspects of the education on substances

## **External agencies delivering within the curriculum**

Whilst the responsibility for organising and delivering most, if not all, of the education on substances 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 Disclosure and Barring Service Check (DBS). The evidence base does identify that that programmes that are least effective in preventing substance misuse are those that focus solely on scare tactics, and the police as drug educators in schools, where their input is not part of a wider evidence based prevention programme. Using ex-users as visiting speakers are likely to have a negative impact on the beliefs, attitudes and behaviour of pupils.

## **Police**

The PSHE association and National Police Chief Council have produced a joint handbook which is designed for both police staff and teachers. It provides guidance on using police expertise to support delivery of the PSHE curriculum this includes 12 key principles for effective partnerships. The full guidance can be accessed at <https://www.pshe-association.org.uk/sites/default/files/u26918/CYP%20police%20in%20the%20classroom%20handbook.pdf>

If you would like any further advice or support please contact the School Liaison officers by email via [YouthTeam@northyorkshire.pnn.police.uk](mailto:YouthTeam@northyorkshire.pnn.police.uk) or contact your local School Liaison Officer or Neighbourhood Policing team.

## Roles & Responsibilities of the Pupils

- Pupils are not allowed to use substances 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 use substances whilst travelling to or from school when in XX school uniform
- Pupils should be asked to contribute to the review of the substance misuse policy through feedback about the education provided and if it is meeting their needs
- Pupils should be able to remain in education and access support for substance misuse issues that they self- identify or through the support

## Roles & Responsibilities of Parents / carers

Evidence shows parents are one of the single biggest influences on young people's substance behaviours, but parents state they lack knowledge and confidence about substances. Parents also appear unsure about where their responsibilities as educators stop and the school's responsibilities begin. Many parents can be unaware that schools undertake to educate their children about substances. Parents need to be informed about and encouraged to support the school's education on substances and have access to this policy and the schools PSHE curriculum on the school website. The school plays its part in ensuring that parents have up-to-date information regarding substances such as signposting to support through the school website. Parents have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents, and therefore, it will be handled with care and consideration. The Headteacher will consider if there are any special circumstances, which may temper this right.

These following websites provide supporting information for parents / carers to enable them to access information about a range of substances but also information about how to talk to their children about these important issues. This information could be available on the school website for parents/ carers to access alongside information about support service in North Yorkshire for young people to help with substance misuse issues (see page 8 for further information on services).

Talk To Frank <a href="http://www.talktofrank.com">www.talktofrank.com</a>	<ul style="list-style-type: none"><li>• Information on a range of substances both legal and illegal</li><li>• Information on how to talk to your child about these issues</li></ul>
Drinkaware <a href="https://www.drinkaware.co.uk">https://www.drinkaware.co.uk</a>  <a href="https://www.drinkaware.co.uk/advice/underage-drinking/how-to-talk-about-alcohol/">https://www.drinkaware.co.uk/advice/underage-drinking/how-to-talk-about-alcohol/</a>	<ul style="list-style-type: none"><li>• Raising awareness and providing information about alcohol, health issues, legislation and drinking</li><li>• Has a specific section aimed at parents / carers about how to talk to your child about alcohol – including a short film</li></ul>
North Yorkshire Healthy Child Team  <a href="http://www.northyorks.gov.uk/article/30679/Prevention-service">http://www.northyorks.gov.uk/article/30679/Prevention-service</a>	<ul style="list-style-type: none"><li>• The healthy child service links health, education and social care to improve the health of all children aged five to 19 (up to 25 for SEND). It plays an important role by working with school and families to address the health needs of children and young people.</li></ul>
Compass REACH (North Yorkshire)  <a href="http://www.compass-uk.org/compass-reach/">http://www.compass-uk.org/compass-reach/</a>	<ul style="list-style-type: none"><li>• Compass REACH is a specialist service that works with children and young people aged 9 – 19 (and up to 25 for those with special educational needs or disabilities) who have been screened as having moderate or high levels of need with regard to substance misuse/alcohol</li></ul>

*(Further websites are available. The ones listed were correct at time of release January 2019)*

## Roles & Responsibilities of the Caretaker / cleaning team

Any substances or paraphernalia found will be recorded and reported to the designated member of the SLT and dealt with in accordance with this policy.



## Effective Education on substances for pupils as part of a whole school planned Personal, Social, Health Education (PSHE) Curriculum

### Position of PSHE in the national curriculum

- PSHE education is presently a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The Department for Education allows schools to design their own PSHE curriculum, to reflect the needs of pupils.
- **However Relationships Education, Relationships and Sex Education and Health Education will become statutory for all schools in September 2020 and this does include some learning outcomes focused on drugs, alcohol and tobacco. The present draft guidance can be accessed at <https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/> It is recommended that schools start to plan for these changes before September 2020.**
- In addition to the national curriculum framework, the [Department for Education guidance](#) on PSHE states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'
- Maintained schools are required to publish details of the curriculum by year group for all subjects, including PSHE education on their school website. This should be with the same level of detail as for all other subjects.
- Academies, free schools and independent schools are not bound by the national curriculum, however all schools share the statutory duties outlined in the sections below.

### PSHE Education as a means to fulfilling the statutory duties on schools including Safeguarding

The [Education Act 2002](#) and the [Academies Act 2010](#) sets out the following duties and whole school Ofsted inspections consider the extent to which a school provides such a curriculum:

- which is balanced and broadly based
- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

PSHE education and safeguarding are inextricably linked. Paragraph 68 of the statutory guidance on [Keeping Children Safe in Education](#), (September 2018) the Department for Education states, "Governing bodies and proprietors should ensure children **are** taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE). Specific issues referred to in the document include among many substance misuse.

### Definition and aims of education on substances

"The main aim of school based alcohol and drug education should not simply be to increase knowledge and understanding of the issue, but also to delay the onset of substance use by providing all pupils with appropriate information and skills development" (School based alcohol and drug education and prevention what works?' Mentor-ADEPIS)

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision, to build pupils' resilience to the risks to which they may be exposed so that they have the confidence and skills to face and deal with these risks.

Research has shown that effective education on substances can have an impact on the most common substances used by young people: alcohol, tobacco and cannabis and can delay the onset of substance use therefore the later a young person may try a substance the less likely they will become a problematic substance misuser.

## Delivering effective alcohol and drug education

Summary of information from the briefing paper, 'School based alcohol and drug education and prevention what works?' Mentor-ADEPIS <http://mentor-adepis.org/school-based-alcohol-drug-education-prevention-works/>

Effective programmes and strategies:

- Social competence approaches offering information but also allowing pupils to model and practice giving feedback and positive reinforcement. These approaches teach personal and social skills (coping, decision making and resistance skills), as well as cognitive skills to be able to resist media and interpersonal influences. They also increase assertiveness skills and competence and to interact with others. This can help them better manage relationships and situations where drugs may be present
- Exploring attitudes and values, and developing and practising skills is likely to be more beneficial than information-giving alone
- Normative approaches- correcting the 'myths-everyone drinks and takes drugs' and use local data to show how uncommon substance misuse is amongst young people and followed up with teaching practical refusal skills
- Education needs to be deployed early enough to be preventative (before young people experiment) but also to be relevant and age-appropriate
- Peer educators should be involved in drug education
- Providing a series of structured sessions once a week (typically 10-15) with booster sessions over several years and provided by trained members of staff
- Using interactive teaching and learning

What doesn't work in school based alcohol and drug education and prevention:

- Standalone school based curriculum relying solely on facts about illegal drugs and their dangers, designed only to increase knowledge
- One time assemblies, events or testimonials. Former users engaged as visiting speakers are likely to have a negative impact on the beliefs, attitudes and behaviour of pupils
- Relying solely on scare tactics to prevent pupils from engaging in risky behaviours are not only ineffective, but may have damaging effects
- A 'zero tolerance' approach to substance misuse. If young people know the school policy only includes a punitive approach to disclosure it will prevent the creation of an environment which is conducive to discussion
- The use of sniffer dogs in schools. Policy should not create a climate of fear or mistrust
- Alcohol and drug testing in schools can give high levels of false positives. Targeted support for individuals as part of a broader treatment programme should be considered to ensure a vulnerable pupil remains in school.

Another useful key document to read is the 'Key principles of effective prevention education' - produced by the PSHE Association. These principles will help PSHE education professionals to teach high-quality safety education as part of their broader PSHE programmes.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/key-principles-effective-prevention-education>

Mentor – ADEPIS have developed 'The Mentor Quality Mark for Schools' to enable schools to monitor, review and improve provision for their pupils around risk-taking, substance misuse and life skills. The self-assessment tool can be accessed at <http://forms.mentor-adepis.org/schools-introduction/>

Schools can access the North Yorkshire curriculum entitlement framework for PSHE and Citizenship which sets out suggested learning outcomes for key stages 1-4 and provides links to supporting age appropriate resources which includes education on substances. The resource can be accessed at <http://cyps.northyorks.gov.uk/health-wellbeing-phse>

The unplugged substance misuse prevention programme aimed at pupils aged 12-14 has been identified as an effective prevention programme and can be accessed at [http://www.eudap.net/Unplugged\\_HomePage.aspx](http://www.eudap.net/Unplugged_HomePage.aspx). The Alcohol Education Trust have also developed evidence based resources for secondary schools which can be accessed at <https://alcoholeducationtrust.org/> Links to more resources can be found in the NYCC PSHE guidance for primary and secondary schools <http://cyps.northyorks.gov.uk/health-wellbeing-phse>

**Training for staff** to enable them to effectively teach drug, alcohol and tobacco education is available through the traded service at North Yorkshire County Council, through the Education and Skills team. For more information please go to North Yorkshire Education Service at [www.nyeducationsservices.co.uk](http://www.nyeducationsservices.co.uk). Or contact Clare Barrowman at [clare.barrowman@northyorks.gov.uk](mailto:clare.barrowman@northyorks.gov.uk) or on 01609 536808

Mentor- ADEPIS has some free e-learning, module 1- An introduction to club drugs and novel psychoactive substances which it may be useful for staff to access <http://mentor-adepis.org/nps-e-learning-modules/>

Information about specific substances to increase staffs awareness and understanding can be accessed at Talk to Frank <http://www.talktofrank.com/> and the drugs wheel: an updated model for substance misuse. <http://www.thedrugswheel.com/>

## **Managing substance-related incidents which includes identifying sources of support for pupils**

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

1. Take possession of the substance ideally with an adult witness present and inform the designated senior member of staff with responsibility for the substance misuse 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 substance was not discovered on a person or in their possessions assess the area where the 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 could 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.
6. Record full details of the incident, including the police incident reference number if the police have been informed
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 behaviour response. A school's response to a substance incident should be consistent with the ethos of the school. Responses to any substance 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
9. Make a referral to Compass REACH, the young people's substance misuse service. Compass REACH will see young people aged 9-19 with a substance misuse issue. <http://www.compass-uk.org/compass-reach/>

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

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.

1. Request that the pupil hand over the article(s) preferably in front of another adult witness.
2. Having taken possession of the substance/paraphernalia, the procedure should be followed as above (finding a substance).

## Searching and Confiscation

(Further information available in the document; [Screening, searching and confiscation. Advice for Headteachers, staff and governing bodies](#). Dfe 2018)

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 gender 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 gender 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 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 via an adult 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 substances by parents does not in itself necessarily mean that they are 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/ carers are suspected or known to be using substances, 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 substance misuse they should immediately inform the senior member of staff within their establishment that has responsibility for safeguarding. This designated individual will then follow the schools child protection / safeguarding policy.

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;

1. 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;
2. place others in danger by driving a car whilst unfit through drink or drugs

### **Suspected drug use off the school premises**

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 area of the actions taken against a pupil. In addition, school staff should consider whether the behaviour 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 (this section has been developed in partnership with North Yorkshire Police)**

There is no obligation on schools to inform the police about substance-related incidents or to disclose the name of a pupil involved in a substance related 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, it is helpful for schools to understand the likely course of action/consequences of police involvement. Whilst the police's response to incidents require officers to follow set procedures, Government policy and North Yorkshire Police policy allow officers discretion and a degree of flexibility in dealing with drug-related incidents in schools. Schools are not obliged to give full details of any incident and there are occasions when seizure of the substance may be the only police action required. The wishes of the school will be carefully considered and a variety of options are available, depending on the individual circumstances of the case.

Incidents involving illegal drugs in which police *may* be involved:

- drugs/associated paraphernalia are found on school premises
- a pupil is found in possession of drugs/associated paraphernalia
- a teacher suspects a pupil of being under the influence of drugs
- a teacher has information that the supply of or sales of alcohol/cigarettes/volatile substances to underage young people and/or the supply of illegal substances/NPS are taking place in the local area/ outside the school premises
- a school wishes to inform the police of a drug-related incident which has been resolved internally
- a pupil discloses their drug misuse; their parents/carers/relatives/friends are misusing/selling drugs
- child protection/safeguarding concerns arising from family drug use.

Police *should* be involved in cases where:

- a pupil is found to be supplying drugs on school premises or during the school day

SCHOOL'S DECISION	WHO TO CONTACT	POLICE RESPONSE
Aim to deal with incident internally. Advice required	Contact local Youth Intervention Officer, or dial 101 (non-emergency)	Advice for the schools on their options and discussion regarding further support. If it is a very serious incident the police may want to respond officially.
For police to respond to a minor incident in 'slow time'	Contact North Yorkshire Police central switchboard: 101 – non-emergency contact	The incident will be recorded and an officer deployed in line with policing priorities.
For police to respond to a serious crime or incident in 'fast time'	Always dial 999.	This will be an immediate or quick response by police officers. Their primary concern is the safety of the public and the investigation of crime. They will arrest suspects if they consider it necessary.

Pupils found in possession of illegal substances on school premises might not be arrested, but should be assessed, and referred to Compass REACH- the young people's substance misuse 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.

**Local Trading Standard officers** can be contacted if your school is concerned about the illegal selling of tobacco/ e-cigarettes and/or alcohol and /or solvents. Consumer advice in North Yorkshire is provided by the Citizens Advice consumer service. Consumers can contact the service on 03454 04 05 06 or by emailing: trading.standards@northyorks.gov.uk

### Drug 'Sniffer' dogs

The use of drugs "sniffer" dogs in schools is not recommended based on the research of effective evidence based practice. A positive relationship between pupil and school is well established as a protective factor against drug misuse. "Research suggests that a school itself can influence levels of drugs use among its pupils. Where schools are effective at engaging pupils, they are more likely to feel that they are valued as individuals, that their efforts are recognised and that they can trust teachers therefore pupils are more likely to value education, see school rules as legitimate, and adopt school values and norms including those around drug use. Where pupils don't report this positive ethos and engagement there tends to be higher level of substance misuse in pupils. Using drug sniffer dogs in schools may undermine this 'school connectedness' and imply that the school does not trust its pupils". (Beyond the Lesson plan, Drug Education Forum <http://mentoruk.org.uk/wp-content/uploads/sites/3/2017/07/3-def-beyond-the-lesson-plan-1.pdf> )

The Association of Chief Police Officers "recommends that drug dogs and drug testing should not be used for searches where there is no evidence for the presence of drugs on school premises". (Department for Education Drugs Advice for schools 2012)

It is also not advised that schools request visits by passive search dogs for educational purposes as it could put both pupils and staff at risk.



If sniffer dogs are being considered without the authority of a police warrant then schools should exercise extreme caution and the following factors need to be considered:

- The use of sniffer dogs needs to be agreed by the governing body who should be provided with the evidence base around the use of sniffer dogs in schools and the approach needs to be part of a schools substance misuse policy
- Are parents/ carers given appropriate and correct information about the use of sniffer dogs in school and do they consent to sniffer dogs being used in school
- Procedures in place to remove pupils for whom consent is not given which will not stigmatise the pupils
- Is the approach consistent with the pastoral responsibility of the school to create a supportive environment and ensure pupils have a 'school connectedness'
- Will it be culturally sensitive- for example, dogs are considered unclean in Muslim and Buddhist culture
- Will it lead to labelling and damaging pupils
- Will it result in appropriate support for pupils most in need
- Is there an agreed protocol if the dogs identify a member of the school community (including staff and visitors) and has this been communicated clearly and is consistent with responses to other drug incidents
- Consideration and agreed protocols for pupils where they have been exposed to an environment where others have used drugs

### **Responding to a substance-related incident**

The Dfe 2012 drugs advice for schools makes clear their responsibility for identifying pupils at risk of drug misuse, and ensuring support is available including those who could benefit from targeted prevention, and those who require a more detailed assessment of their needs.

All members of staff need to feel confident in identifying pupils who may be experiencing difficulties and accessing support for them, and to understand policies on confidentiality.

Where substance misuse incidents or behaviour problems cause disciplinary measures to be triggered, it is important to remember that absence from school is a significant risk factor for problematic drug use. "Any response to drug-related incidents needs to balance the needs of the individual pupils concerned with the wider school community. In deciding what action to take schools should follow their own disciplinary procedures. Exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases. More detail on excluding pupils can be found in the DfE Exclusion Guidance. Drug use can be a symptom of other problems and schools should be ready to involve or refer pupils to other services when needed. It is important that schools are aware of the relevant youth and family support services available in their local area."

(Dfe drugs advice for schools 2012)

When considering an substance misuse related incident involving a pupil(s) a school does need to take into account the nature of the incident, the age of the child and if there is a need to involve any partner agencies. The vulnerability checklist can provide a wider understanding of a range of risk factors that may be impacting on children and young people.

<http://www.safeguardingchildren.co.uk/vcl-v3>

All pupils involved in a substance 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 substances and have access to further support either within the school or by outside agencies such as Compass REACH the young people's substance misuse service <http://www.compass-uk.org/compass-reach/>

If a pupil attends a local Accident and Emergency Department (A&E) with a drink or drugs related concern, the healthy child team will 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. Further support can be obtained from Compass REACH.

If rumours of substance misuse are disclosed the Headteacher or DSL should be informed – they should assess the information and decide whether further action is to be taken.

### **Exclusion for substance-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 substances 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 substance 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
- Schools must ensure that any exclusions related to a substance related incident is not in breach of equalities legislation or Looked After Children legislation
- If a school ultimately decides on exclusion for substance related incidents, it will need to ensure that strategies and provision which had been put in place for that individual prior to the exclusion have been evaluated as to why they did not succeed in re-engaging the pupil.

### **Further support and information including accessing support service for pupils with substance misuse issues**

#### **Young people's substance misuse support services**

Support for young people in relation to substance misuse should be accessed as early as possible and it doesn't have to be after a substance related incident. Pupils should feel able to raise a substance concern with a trusted adult within the school community to enable them to seek further help and support. The focus should be in early intervention and ensuring the pupil remains in education.

#### **Healthy Child Team (HCT)**

The healthy child service links health, education and social care to improve the health of all children aged five to 19 (up to 25 years with SEND). It plays an important role by working with school and families to address the health needs of children and young people. They work with parents, carers, teaching staff and other agencies to give confidential health advice and support to children, young people and families and support wider public health interventions including: substance misuse. They support children and young people who may find it difficult to access services. As a community-wide service, they have the flexibility to provide support in unique situations when the need arises. The HCT practitioners have significant local knowledge which enables them to signpost and refer children, young people and families to other sources of help and advice.

For further information including up to date referral contact details and forms please contact the customer contact centre email: [children&families@northyorks.gcsx.gov.uk](mailto:children&families@northyorks.gcsx.gov.uk) or by phone: 01609 780780. If any requests/referrals are marked clearly HEALTH, then they go straight to the HCT teams.

#### **Compass REACH**

Compass REACH is the specialist young people's drug and alcohol treatment provider for North Yorkshire and works with children and young people aged 9 – 19 (and up to 25 for those with SEND) who have been screened as having moderate or high levels of need with regard to substance misuse/alcohol.

The service also works with children and young people who may benefit from receiving early help and prevention work in relation to emotional wellbeing and mental health issues.

The team of qualified nurses can also deliver work to existing service users around sexual health matters. The school could allow its premises to be used for any targeted intervention work with the pupil(s).

To access an up-to-date referral or to discuss a referral, contact:

Compass REACH

County Hall

1 Racecourse Lane

Northallerton

DL7 8AD

Secure\* email address: [compass.reach@compassuk.cjsm.net](mailto:compass.reach@compassuk.cjsm.net)



\*NB Secure email address (should be used whenever possible to ensure confidentiality – you will need a CJSM account for this)

E-Mail – [NYRBS@compass-uk.org](mailto:NYRBS@compass-uk.org)

Website: <http://www.compass-uk.org/compass-reach/>

Telephone Number – 01609 777662

Freephone Number – 0800 008 7452

### **Parental/ Carer Consent: Guidance from the National Treatment Agency (Department of Health)**

Services can offer advice and information about substances to children and young people without the consent of a parent. However, in line with the Children Act, it is good practice to involve the parents in any interventions that follow a comprehensive assessment.

Usually, young people over 16 should be able to consent to treatment and confidentiality. The Fraser guidelines (1999) identify that young people under the age of 16 can consent to medical advice and treatment, provided that:

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

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

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

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

### **Additional information from Compass REACH about parental consent:**

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

**Appendix 1 - Template for a schools substance misuse policy**

**XX School  
Substance Misuse Policy**

**Definition of substances**

**This policy will apply to , where and when**

**The school's stance on substance**

**Roles and responsibilities of Governors**

**Roles and responsibilities Headteacher**

**Roles and responsibilities of identified member of the senior leadership team**

**Roles and responsibilities of the whole staff team**

**Roles and responsibilities of PSHE subject lead**

**Roles and responsibilities of pupils**

**Roles and responsibilities of parents / carers**

**Roles and responsibilities Caretaker / cleaning team**

**External agencies**

**Young people's substance misuse support services (how can pupils self –refer?\_**

**The schools effective planned approach to PSHE including education on substances including aims and objectives and monitoring and evaluation of the taught programme of study**

**Managing substance-related incidents which includes identifying sources of support for pupils and alternatives to exclusions**

**What to do in the event of finding a substance**

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

**Searching and Confiscation**

**Procedures for managing a pupil suspected to be under the influence of a substance.**

**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.**

**Suspected substance misuse use off the school premises.**

**Agreed protocols about when to contact the police**

**Investigating, recording and supporting a substance-related incident**

**Responses to a substance related incident**

**Exclusion for substance-related incidents**

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

## **Appendix Two**

### **Partners in School Agreement Form Supporting Personal, Social, Health (PSHE) and Citizenship Education**

The aim of this document is to ensure that both the school and the external partner's are mutually aware of the other's expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the students benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

**School:**

**Lead contact person:**

**Second contact person:**

**Tel:**

**Email:**

**Agency:**

**Lead contact person:**

**Name of person(s) delivering the session:**

**Tel:**

**Email:**

**What is the aim of the session?**

**What type of session is being delivered? (lesson, assembly, drop down day etc)**

**What are the intended learning outcomes for the students?**

**Is the partner agency delivering the whole session or contributing to part of session?**

**What activities and methods will be used during the session?**

(Please send a copy of any session plan and supporting resources to the lead contact person at the school before the session runs to ensure appropriateness of resources for the age group)

<b>Date/Time</b>	<b>Year / Class</b>	<b>Number of students</b>	<b>Any special needs or sensitive issues to be aware of?</b>	<b>Any equipment that needs to be provided by the school?</b>

**Planning checklist**

<b>Aspects to be considered</b>	<b>Any agreed actions</b>
Is it clear how the partner's contribution fits with the planned PSHE scheme of work?	
Is there a good understanding of the values of the partner agency and the reasons for working with schools?	
Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	
Is a risk assessment required?	
Have the relevant school policies been discussed and if required access been given e.g behaviour, child protection, health and safety, substances and sex and relationships?	
There is a clear understanding about ensuring a safe and secure learning environment is established, managing sensitive and controversial issues and the levels of confidentiality that can be offered?	
Have the relevant professional boundaries been discussed? The school ensures that a teacher will be present throughout the session. They will take responsibility for behaviour management and be supportive and involved in the partner agencies session.	

**Effective teaching and learning in Personal Social Health Education by partner agencies**

Effective teaching and learning in PSHE occurs when:

- Sessions take into account starting points and are based on needs analysis
- There are clear learning objectives and outcomes that are shared with students
- There is regular assessment of student progress against the learning outcomes by questioning students during the lesson and observation of activities

- Teaching and learning strategies are engaging and allow opportunities for students to apply their knowledge, skills and understanding and develop as independent learners
- Presenters have a good depth of subject knowledge and feel confident in delivering a session on the subject
- Presenters manage discussions on sensitive and controversial issues with skill
- Lessons are based on real life scenarios that reflect the everyday issues that students face, using data and contextual information that isn't readily available to the school
- Negotiated ground-rules establish a safe climate for learning and set out expected behaviours for learning
- A variety of questioning techniques are used, including students asking and finding out the answers to their own questions
- A wide range of imaginative resources are used that stimulate, enthuse and engage students' interests.
- Students demonstrate the ability to listen to others and participate in discussions, leading to them being able to make informed decisions and choices

Prior to the session, partners may wish to negotiate with the school:

- Where the in-put from the partner agencies fits into the scheme of work and how the session will be followed up by the school
- How/when students are made aware of the session and its links with their programme of study
- How/when a teacher may intervene in a session
- Whether the partner will be the sole deliverer of the session or whether it will be a 'team-teach' approach with the partner acting as the expert witness

### Appendix 3

**Misuse of Drugs Act 1971 (Amended 2004)**- This is the main piece of legislation covering drugs and categorises drugs as class A, B and C.

Information taken from <https://www.gov.uk/penalties-drug-possession-dealing> (January 2019). Please check this website for any further updates.

More information about the different substances can be found at Talk to Frank <http://www.talktofrank.com/> and the drugs wheel: an updated model for substance misuse. <http://www.thedrugswheel.com/>

These drugs are termed as controlled substances, and Class A drugs are those considered to be the most harmful. Offences under the Act include:

- Possession of a controlled substance unlawfully.
- Possession of a controlled substance with intent to supply it.
- Supplying or offering to supply a controlled drug (even where no charge is made for the drug, e.g. sharing between friends).
- Allowing premises you occupy or manage to be used unlawfully for the purpose of producing or supplying controlled drugs.
- Import or export of controlled drugs.

**Drug trafficking (supply) attracts serious punishment including life imprisonment for Class A offences.** To enforce this law the police have special powers to stop, detain and search people on 'reasonable suspicion' that they are in possession of a controlled drug. **Classification under the Act**

Class	Examples	Penalties
Class A	Crack cocaine, cocaine, ecstasy (MDMA), heroin, LSD, magic mushrooms, methadone, methamphetamine (crystal meth)	For possession: Up to seven years in prison or an unlimited fine. Or both  For supply and production: Up

		to life in prison or an unlimited fine. Or both
Class B	Amphetamines, barbiturates, cannabis, codeine, ketamine, methylphenidate (Ritalin), synthetic cannabinoids, synthetic cathinones (eg mephedrone, methoxetamine)	For possession up to five years in prison or an unlimited fine. Or both  For supply and production: Up to 14 years in prison or an unlimited fine. Or both
Class C	Anabolic steroids, benzodiazepines (diazepam), gamma hydroxybutyrate (GHB), gamma-butyrolactone (GBL), piperazines (BZP), khat	For possession up to 2 years in prison or an unlimited fine or both (except anabolic steroids - it's not an offence to possess them for personal use)  For supply and production up to 14 years in prison, an unlimited fine or both
Psychoactive substances	Things that cause hallucinations, drowsiness or changes in alertness, perception of time and space, mood or empathy with others e.g laughing gas	Possession: None, unless you're in prison Supply and Production: Up to 7 years in prison, an unlimited fine or both
Temporary class drugs <i>(correct in Jan 2018)</i> The government can ban new drugs for 1 year under a 'temporary banning order' while they decide how the drugs should be classified.	Some methylphenidate substances (ethylphenidate, 3,4-dichloromethylphenidate (3,4-DCMP), methylnaphthidate (HDMP-28), isopropylphenidate (IPP or IPPD), 4-methylmethylphenidate, ethylnaphthidate, propylphenidate) and their simple derivatives.  A briefing paper on Psychoactive substances (previously called legal highs) and what schools need to know is available at <a href="http://mentor-adepis.org/psychoactive-substances/">http://mentor-adepis.org/psychoactive-substances/</a>	For possession: None, but police can take away a suspected temporary class drug  For supply and production: Up to 14 years in prison, an unlimited fine or both

### Possessing drugs

You may be charged with possessing an illegal substance if you're caught with drugs, whether they're yours or not.

If you're under 18, the police are allowed to tell your parent, guardian or carer that you've been caught with drugs.

Your penalty will depend on:

- the class and quantity of drug
- where you and the drugs were found
- your personal history (previous crimes, including any previous drug offences)
- other aggravating or mitigating factors

### Cannabis

Police can issue a warning or an on-the-spot fine of £90 if you're found with cannabis.

### Khat

Police can issue a warning or an on-the-spot fine of £60 on the first 2 times that you're found with khat. If you're found with khat more than twice, you could get a maximum penalty of up to 2 years in prison, an unlimited fine, or both.

### **Dealing or supplying drugs**

The penalty is likely to be more severe if you are found to be supplying or dealing drugs. Sharing drugs is also considered supplying.

The police will probably charge you if they suspect you of supplying drugs. The amount of drugs found and whether you have a criminal record will affect your penalty.

### **Energy drinks** (Information from Food Standards Agency)

#### **What are energy drinks?**

Energy drinks are non-alcoholic drinks containing ingredients such as glucose, caffeine or taurine, that boost energy and alertness.

#### **How much caffeine is there in a high caffeine content soft drink?**

Caffeine is found in many foods and drinks. The exact amount in any food or drink will depend on the recipe and method, e.g. how long a cup of tea is steeped, but the table below shows typical amounts.

Mug of filter coffee	140 mg
Mug of instant coffee	100 mg
Can of energy drink high in caffeine	80 mg
Mug of tea	75 mg
Small bar of chocolate	50 mg
Can of cola	40 mg

**There is a code of practice for the food industry that states:** The industry's view is that high caffeine content soft drinks are not suitable for children, and specifies that this information should be clearly stated on the label of such drinks. It also ensures that high caffeine soft drinks will not be promoted or marketed to those under 16.

**Are energy drinks safe for children?** Latest reviews of the scientific evidence suggest that children can be more susceptible to the stimulant effects of caffeine than adults because of their lower body mass and because, unlike many adults, they are not used to it on a regular basis. On a precautionary basis, therefore, the soft drinks industry suggests that high caffeine content soft drinks should not be consumed by children. However, this does not mean that the drinks are unsafe, and they firmly believe parents should decide what is right for their families.

**What if a child drinks an energy drink?** A child's reaction will depend on their sensitivity to caffeine. If there are any effects, they will be transient and soon pass.

**Are energy drinks allowed in schools?** The regulations regarding food and drink in schools already prohibit high caffeine content soft drinks from being sold in schools. Some schools have gone further and banned their students from bringing high caffeine content soft drinks into school from outside. Schools and parents have an important role to play in educating children about the food and drink they should be consuming – energy drinks are clearly labelled as being high caffeine soft drinks and not suitable for children so that people can make an informed choice.

## Substance Issues and Off-site Visits and Activities Further guidance

The purpose of this document is to enable schools to consider medicinal needs and substance use and misuse as part of the planning process for any off-site visit or activity. Please read in conjunction with the *NYCC Guidelines for Educational off-site Visits and Activities for Schools*. As a matter of principle appropriate school policies should be applied and where necessary adapted to meet the requirements of off-site visits and activities.

### Issues to be considered

As part of the planning process for any off-site visit or activity, the Visit Leader should carefully consider a range of issues which may include:

- The necessary and authorised use of medicines.
- The need for medication arising from an incident, experience or development of an unforeseen illness.
- The possession, use, and for overseas visits, the possible importation of tobacco / e-cigarettes
- The possession and consumption of alcohol and, for overseas visits, the possible illegal importation of alcohol.
- The possession, use or sharing (i.e. supplying) drugs illegal in the UK and abroad and other unauthorised substances which, although legal, may be used as a drug, e.g. volatile substances. The possible illegal importation of drugs from abroad.

Whilst these are issues that may affect some children and young people the Visit leader should also recognise, and plan accordingly, for the fact that they could also apply to some adults participating in a visit, activity or residential experience.

### Legal Matters when Abroad

In some countries the legal position of drugs including tobacco and alcohol differs from the UK position. Details of these differences may be found at [www.fco.gov.uk](http://www.fco.gov.uk) where there is information on the law available for each country. When travelling abroad, it is important that the Visit Leader is aware of these differences. However, these differences in legal status of drugs should only alter practice or behaviour expected from young peoples/adults where the country in question has stricter rules than the UK.

### Codes of Conduct and Informing Parents

Prevention is always better than having to resolve a problem that could possibly have been foreseen. It is good practice to consider what risks there may be and how these may be eliminated or reduced by discussion and agreement prior to any activity taking place.

The chart identifies some of the issues that will require addressing prior to any activity or visit taking place. When considering these issues the age, maturity, capability and experiences of the group should be taken into account.

<b>Issue: Involving Young people and Parents</b>	
How will staff analyse the activity/experience and identify possible drug/alcohol-related risks? From whom will staff seek additional advice/help? .	Risks are identified and noted. Suitable expectations/responses both negotiable and non-negotiable are noted for discussion and notification. Note is taken of national and local guidance and advice sought from relevant individuals, e.g. Local Authority Advisers
How will young people be involved in the decision making process and at what stage?	A meeting is held with participating young people and/or their representatives. The responsibilities of the adults for ensuring young people's safety are described. Personal responsibility of individual children and young people for their own safety is clearly understood. Their responsibility for the safety of others is understood. Behaviour expectations are clearly outlined and understood.



How do you gain fully informed parental consent?	Through printed information to parents/carers; parents/carers meeting and opportunities for parents/carers to ask questions. Consent should always be gained in writing and where necessary the Visit Leader may implement a behaviour contract between the school/establishment, parents/carers and a young person.
What if the expectations and/or agreement is broken?	<p>As a matter of principle the normal school policy should be followed with any necessary adaptation to allow for the circumstances of the activity/visit. Response to infringements needs to be proportionate and in line with policy and removal from the whole activity/visit would need to be in line with agreements outlined above.</p> <p>Note: Infringements that have the potential to compromise the safety of individuals or others, e.g. a “hang over” or the use or suspected use of substances are likely to result in at least removal from an activity or in a young person being sent home.</p> <p>Prior consideration should be given to the safety, security, cost and continued supervision of the individual and the rest of the party. The potential need for and deployment of additional staff and the financial implications need to be understood and agreed as part of the planning.</p>

## Specific substance issues

### Pupils: Tobacco and e-cigarettes

#### Legal Position

- The sale, but not the purchase, possession or use of tobacco and e-cigarettes, to under 18's is illegal in the UK. Many countries now have restrictions on smoking in enclosed and public places. Passive smoking is a danger to health and in no circumstances should non-smokers be subjected to second-hand smoke. The expectation should be of non-smoking and certainly not in face to face situations where adults interact with pupils
- The Visit Leader should ensure that practice in no way condones or encourages smoking and that all adult members of the party are fully informed of the policy. The default position is that the usual school No Smoking policy will apply. However, if members of the party are over 18 years, you may wish to negotiate times and places they may smoke, making the sanctions clear
- There should be a clear expectation, explicit to parents/carers, adult party members and pupils that cigarettes and tobacco should not be brought back from overseas visits as presents.

### Staff: Tobacco / e-cigarettes

- Staff are recognised `role models` and as such are required not to smoke / use e-cigarettes in sight of pupils. This will include visits, school excursions and include both teaching and non-teaching staff
- This policy will also apply to employees whilst exercising direct responsibility for pupils on off-site activities, e.g. in the school mini-bus, school fixtures, school trips etc.
- When on a school trip abroad follow the school's no-smoking policy.
- Staff should not purchase cigarettes / e-cigarettes from duty free if accompanying a school trip.

### Pupils– Alcohol

#### Legal Position

- In most cases, sale of alcohol to under 18's is illegal in the UK.
- It is illegal for someone to purchase alcohol for someone under 18 years of age - i.e. buy a drink at the bar and give it to someone under 18 years of age elsewhere on the premises.
- The exception is where 16 and 17 year olds are having a table meal. It is legal for those over 16 to drink but not purchase beer, lager, cider or wine (but not spirits) if this is ancillary to a substantial meal. The drink must have been bought for them by someone over 18 years of age who must accompany them throughout.

Alcohol is the substance most likely to be abused, with significant and potentially dangerous consequences for young people and staff. Alcohol can pose a danger to the individual drinker and, through their behaviour, to others both at the material time and later, for example, having a “hang-over” the next day could compromise safety. The use of alcohol by young people and staff may also increase the risk of poor decision-making, misunderstandings and accusations of inappropriate behaviour.

Every effort should be made to prevent situations where young people are endangered through alcohol misuse. It is expected that single day visits will be alcohol free. However, residential visits may present different issues but even here serious consideration should be given to zero tolerance to alcohol. It is simply not possible to recommend a “safe level” for drinking because so many factors affect an individual’s response to imbibing alcohol.

Indeed an alcohol-free experience may be regarded as a new learning experience for some.

The priority for safety is that staff should at all times be able to respond to any emergency and being alcohol-free is the only certain way of ensuring that one’s actions cannot later be criticised as being influenced by drink should any enquiry or legal action follow. This 24 hour responsibility should be considered even when ‘stand down time’ is allocated. Having the same rules for adults and pupils/students also reduces tensions about different standards and reminds everyone that safety is paramount.

Having considered the feasibility of a zero alcohol option, if this is discounted, perhaps on grounds of the age and make-up of the party, consideration should be given to the following;

<b>Issue 1: Over 18’s</b>	
Does the visit involve any young people over 18?	The proportion of young people over 18 may affect the way you deal with this issue.
Will you allow over 18’s to drink alcohol at certain times, outside organised activities?	Set clear parameters and decide if, where, what and how much alcohol consumption is to be permitted and confirm direct or remote supervision arrangements by staff.
How will the under 18’s in the group be monitored?	Clear and agreed procedures if arrangements for different age-groups vary. It may be fairer to decide on the same behaviour standards for all young people and adults.
<b>Issue 2: Over 16’s and Evening Meals – recommended this is not allowed</b>	
Will you allow over 16’s to drink alcohol with an evening meal?	If going abroad, check this is within the law of the country you are visiting. It is advised under 18’s should not be allowed to drink alcohol.
Will you restrict the amount or type of alcohol they may drink?	Clear parameters regarding the amount of beer, wine or cider permitted to be consumed as an ancillary to their evening meal.
How will you monitor those who do not have parental permission to drink alcohol during an evening meal?	Monitor situation and take due regard of fully informed parents/carers wishes.
<b>Issue 3: Foreign Exchange Visits for Under 16’s</b>	
Will young people be allowed to accept alcohol from their host families during an evening meal or at other times?	Ensure that young people are prepared for different cultural expectations about alcohol. Apply parents/carers wishes to the use of beer, wine or cider. This should be made clear to host families.
<b>Issue 4: Safety and First Aid</b>	
How will young people be reminded of personal safety messages?	The young people may only be allowed out of direct supervision in at least pairs. Geographical boundaries may be set for ‘free time’. Where practicable young people have an emergency telephone number to contact staff.

What emergency procedures will be in place?	The young people must be aware of the action that is expected of them if too much alcohol is consumed. It should be emphasised that breaking the rules is a lesser consideration than individual safety. Young people should know how to summon help immediately, if they feel someone is ill or in danger.
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Whatever decisions are made about alcohol use, these must be clearly communicated to young people, parents and host families and, whilst undertaking an activity or visit, reinforced as necessary. The sanctions must be made clear.

It is essential to discuss emergency plans beforehand and to emphasise that personal safety is a far greater consideration than the fear of reprimand.

Pupils will not be allowed to bring alcohol on the trip or purchase alcohol from duty free.

### Staff – Alcohol

Staff alcohol consumption is an issue to be discussed and agreed in the planning stage of a residential visit. It is not possible for guidance to be given on what may be a “sensible” limit for the consumption of alcohol. Zero alcohol consumption is the best recommended practice. This said, the key points are:

- The effect of alcohol on health and safety of self and others and the capacity of all staff to be able to respond to any emergency at any time, which could include driving.
- The effect of alcohol on decision making ability.
- The potential for inappropriate behaviour or unprofessional conduct (e.g. Sexual Offences Act).
- What constitutes being ‘off duty’.
- Staff members being fit to resume duty.

<b>Issue 1: Staff Use of Alcohol</b>	
What is the view of the school/establishment management on staff use of alcohol on a school visit?	Apply the school/establishment policy with any necessary adaptation.
What process will you use to consult staff about decisions and communicate these to staff members before you go?	A briefing meeting should be held to discuss the necessary range of issues relating to the visit together with agreed practice.
Does the length of the visit affect the decision?	If the visit is short, staff may not wish to use alcohol.
Will there be any staff who will not be drinking alcohol during the trip? How will you ensure that these staff members are not given additional, unexpected responsibilities? How will the Visit Leader ensure that working relationships are not put under strain? How will supervisory responsibilities be organised?	Establish a rota, so that staff members have a clear understanding of when they are on and off duty. Ensure that at all times, there is appropriate supervision by alcohol free staff.  <i>(1 unit of alcohol is processed by the body every hour).</i>
Is it acceptable to drink alcohol in front of young people? If so, what are the restrictions?	Clear parameters are established and adhered to.
Does large scale public purchase by staff of duty-free alcohol compromise the integrity of the school/establishment drugs/alcohol policy?	Establish and adhere to an agreed protocol.

It is expected that single day visits will be alcohol free.

Alcohol misuse (use at the wrong time or use to excess) will be considered a disciplinary matter.

Young people should always supervised by alcohol-free staff, either directly or remotely. No adult should be drinking alcohol or in contact with pupils whilst under the influence of alcohol.

## Pupils – Drugs Use

### Legal Position

- It is illegal to possess and supply Class A, B and C drugs. (For more details see <https://www.gov.uk/penalties-drug-possession-dealing>)
- The use of solvents and ‘poppers’ (nitrites) is not illegal, but the course of action a school takes if young people are using these substances may be similar to the action taken in the case of illegal drug use/supply.

<b>Issue: Illegal drug use, possession and supply</b>	
Are you aware of the laws about the possession/supply of drugs in the area to be visited even though you are most likely to be applying UK law except where the local law is stricter?	Check the situation on <a href="http://www.fco.gov.uk">www.fco.gov.uk</a> or other relevant sites.
Do all party members fully understand how the use of illegal and unauthorised drugs (including volatile substances and poppers) can compromise safety and potentially bring someone into contact with a legal system?	Ensure all party members are informed of expected behaviours and of the legal position. Ensure all party members understand how the use of substances, can affect judgement, senses, perception and co-ordination for a number of days after their use and therefore compromise safety.
Do all party members understand legal and party rules for the bringing back of tobacco, alcohol or other substances?	Ensure all party members are informed of any party-imposed restrictions what they are allowed to bring back, especially if these are different from legal allowances.
If the visit is to a country where practice and attitudes towards cannabis is perceived by young people as being more relaxed than in the UK, do all party members understand the gravity of anyone being found in possession of cannabis or other illegal substances? Do they understand the legal and other consequences, including disciplinary, that may follow if they are caught in possession of or supplying of an illegal substance?	Ensure all party members know the expectations of behaviours.
What will you do where expectations are not met and a drug related incident occurs? How will you differentiate between possession, use and supply (sharing) of a substance?	Clear and agreed consequences in response to specific drug-related situations which are practicable and capable of being supported by other appropriate adults from the school/establishment.

The school’s drugs policy will apply with any necessary adaptations to take account of the nature of the visit.

The expectation that there will be no use of illegal substances must be clearly made to young people before departing. Parents should also be made aware of the parameters and possible consequence of a young person being sent home in terms of supervision, cost and transfer of duty of care to them or a named responsible adult.

In the UK teachers are not legally bound to inform the police of illegal drug use or possession of an illegal substance, although they may choose to do so if they feel this in the best interests of the child or if their school policy directs this.

Visit Leaders should make themselves aware of the legal situation and policing arrangements which apply to the country they are visiting. When abroad, there may be other interpretations of concepts such as ‘possession’, ‘intent’ and ‘criminal responsibility’. In the UK the supplying (sharing) of illegal substances would normally be reported to the police; however it may be possible to resolve such an incident within the school group unless the activity has involved local, i.e. non-school people, in which case the local police may have to be informed.

In the UK, responses to possession, use or supply of illegal drugs should be in keeping with the school's drug policy, taking account of the law and Safeguarding considerations.

### **Staff – Drug use**

Every school visit should be free from illegal drug use. Illegal drug use will be considered a disciplinary matter.

A staff member must always be capable of fulfilling their duties. This is especially relevant when responsible for the pastoral care and health and safety of young people. Use of illegal substances whilst staffing a school visit may also threaten the image of the school and the County Council and adversely affect working relationships.

### **Pupils –Solvents**

- Volatile Substance Abuse (VSA) accounts for over 60 deaths a year in the UK. Lighter refills are one of the principal causes of death although many household and personal hygiene products are capable of being abused.
- Pupils should be advised against taking aerosols and solvent based products with them on visits or trips.
- If adults find an individual or group engaging in solvent abuse they must not shout, alarm or excite them as this may precipitate a heart attack. A calm and reassuring approach is necessary.
- Cigarette lighters and refills similarly should be restricted. Staff should keep control of any items that pupils may have.
- Pupils and parents should be advised that cigarette lighters and refills are not acceptable presents for a child to buy as a gift. (Lighter fuel sales to under 18s are, in any case, illegal in England.)