

King James's School & Boroughbridge High School Federation

POLICY STATEMENT

Substance Misuse Policy

Policies last reviewed (date)	May 2024
Ratified by Governors (date)	May 2024
Next policy review due (date)	May 2027
Due for review by Governors (date)	May 2027
Staff Lead	DSL

MISSION STATEMENT:

Significant revisions since the last review:

- Some changes of wording and roles in 'Roles and Responsibilities' section.
- Section 7 – some changes to named agencies and roles
- Sections 14 and 15 omitted as agencies no longer exist
- Pg 29 – changes around 'Cannabis and Khat'
- Page 34 – Guidance around staff use of alcohol on visits amended

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Section 1: Introduction

This policy is written in accordance with North Yorkshire guidance on developing a substance misuse policy and will be reviewed every two years unless an incident in that time period requires the policy to be updated. 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 <https://mentor-adepis.org/quality-standards-effective-alcohol-drug-education/>
- 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: <http://ww1.psheassociation.org.uk/?sub1=2d2ec948-ec2b-11ee-9fef-6a82102b1868>

This policy is linked to other school policies such as Supporting Students with Medical conditions, Behaviour and Rewards, Safeguarding, Health, School Visits, PSHE and Confidentiality Policies.

Section 2: Purpose

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 school's pastoral responsibilities.

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

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

https://assets.publishing.service.gov.uk/media/5a75b67a40f0b67b3d5c8a26/drug_advice_for_schools.pdf

“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.

Section 3: Definition and Terminology

For the purpose of this policy the 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.

Section 4: The School's Stance on Substances

The school does 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 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.

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

Section 5: Roles and Responsibility

The Designated Safeguarding Lead (DSL) is the named member of staff with overall responsibility for drug education at King James's school. However, roles and responsibilities may overlap with other members of the Senior Leadership Team. For example, the line management of the PSHE co-ordinator (wave one education – universal entitlement) and responsibility for wave two and three intervention should students require bespoke or group support. Should disciplinary incidents involving any kind of drug in school need addressing, the DSL would work with the Deputy Headteacher (and other members of Senior Leadership) and follow the investigative procedures/ sanctions/support outlined later in this policy. They will liaise with suitable external agencies who provide substance misuse support for pupils in North Yorkshire. All substance misuse incidents should be logged and monitored.

Sarah Tabor is the designated governor with responsibility for reviewing this policy.

Increasingly, the range and availability of legal and illegal substances (drugs) locally and nationally provides the opportunity for their misuse. The school does not condone either the misuse of drugs and /or alcohol by members of the school, nor the illegal supply of those substances. The school has influence in the lifestyle of its young people. We are committed to the health and safety of its members and will take action to safeguard their wellbeing.

Information about drugs is readily available to young people, from the media, peers, prior learning and adults. Their knowledge and perceptions of risks may not be accurate and have an adverse effect on their decisions and action. The school acknowledges the importance of its pastoral role in the welfare of young people and through the general ethos of the school, will seek to persuade students in need of support to come forward.

We ensure that the statutory requirements of Keeping Children Safe in Education (updated annually) are complied with. This document refers to substance misuse as a safeguarding issue and states in relation to all safeguarding issues:

- All staff are 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 ensure that pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through PSHE.
- School has 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.
- Additional training is provided for those staff contributing to substance misuse education in the curriculum where appropriate.

The PSHE lead is responsible for all aspects of the subject including education on substances. They are overseen and line managed by the Senior Leadership Team (SLT).

- 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.

A teacher is present when an external contributor is working with pupils. 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.

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 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
- It should be considered that pupils should be able to remain in education and access support for substance misuse issues that they self- identify.

Roles & Responsibilities of Parents / carers

Parents are 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.

Roles & Responsibilities of the Caretaker / cleaning team

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

Section 6: Implementation

Effective Education on substances for pupils as part of a whole school planned Personal, Social, Health Education (PSHE) 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.
- 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/> Our school is starting to plan for these changes.
- We publish details of the curriculum by year group for all subjects, including PSHE education on our school website.
- All students in school will receive planned drug education.
- Drug Education will be within PSHCE but can also be integrated into other curriculum areas in the context of other personal and social issues eg. homelessness, unemployment, moral and religious education and sex education.
- Drug education will be a balance of information which will enable students to make informed choices.
- There will be regular liaison with other schools in the partnership and local agencies, eg. police, Humankind, youth services.

Section 7: Substance Education Curriculum Provision

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.

Increase pupil's knowledge and understanding and clarify misconceptions about:

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

Develop pupil's personal and social skills to make informed decisions and keep themselves safe and healthy:

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

The school has a comprehensive PSHE programme of which substance education forms a part. Substance education is targeted at age-appropriate points in a student's career at King James's School. The specific curriculum provision is:

Year 7	Smoking and Vaping Recognising and minimising risk
Year 8	The Law and police visit Alcohol Misuse Drugs education unit
Year 9	Grooming
Year 10/11	Risk taking behaviour Drugs and the law- police talk

Substance education is also covered in Science lessons.

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

The school is a participant in the Growing Up in North Yorkshire survey. This not only provides comprehensive and regular training and updates but also allows the school to confidentially monitor student responses and plan lessons and responses that are appropriate to our students and evaluate the effectiveness of our delivery.

School employs a full time nurse on site. They support the co-ordination of the GUINY survey and also deliver bespoke drug education to students as required, drawing on the Healthy Child Nursing Team and specialist services as required.

The school's SENCo team advise on provision of PSHE education for students with SEN, supporting differentiation and individual students.

The school aims to engage parents whenever possible and when education goes beyond wave one provision would always invite parents to collaborate on strategies for their children. The school has an excellent relationship with NYCC Early Help Team and other supporting agencies. We also use the expertise of the local Police and our School Liaison Officer when speaking with students regarding substances and the law.

We are aware that some pupils and families may have different beliefs and behaviours towards substances, and we will take this into account when using materials and in inter-active work and ensure that differences of opinions are respected. Where we know that a pupil's home circumstances make it likely that they may be either more knowledgeable about drugs or need more support than we will monitor the situation and make suitable arrangements for additional work to be done, usually with the consent and knowledge of the pupil's parents. However, as we always work in the child's best interests, in some cases where Child Protection issues may be present, immediate contact with parents/carers may not be possible.

Section 8: Confidentiality

Before talking to young people, staff should make clear to them, what degree of confidentiality can be expected [see also Confidentiality Policy (relating to students)].

Drug education can be a sensitive issue and to protect the privacy and respect of everyone, teachers will be expected to develop ground rules with pupils at the onset of work. If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to-one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the DSL should be notified.

Think carefully about where the information will be passed on to and for what purpose. It is important that as a school community we avoid a situation where rumours are circulating about young people.

Records of suspected drug related incidents are to be passed in confidence to the Learning Manager/Pastoral Officer and Director of Key Stage using CPOMS.

MANAGING SUBSTANCE-RELATED INCIDENTS INCLUDING IDENTIFYING SOURCES OF SUPPORT FOR PUPILS

Although there is no legal obligation for schools to contact the police about situations in which legal or illegal drugs are being consumed or sold, the Headteacher has a moral obligation to take action.

In deciding whether to contact the police, the Headteacher will consider:

- The seriousness of the situation
- What are the likely consequences for the young person and the wider school community

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

- 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.

- In the presence of an adult witness the article should be packed securely and labelled with the date, time, quantity (e.g. two cannabis joints, packet of powder equivalent to the size of fifty pence piece) and place of discovery.
- The package should be signed by the person who discovered it and the witness and stored in a secure place, such as a safe or other lockable container with access limited to senior members of staff
- If the 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
- 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.
- Record full details of the incident on CPOMS, including the police incident reference number if the police have been informed.
- Inform parents/carers, unless this is not in the best interests of the pupil(s).
- Identify any safeguarding concerns and develop a support and behaviour response 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.
- Make a referral to a suitable outside agency who can support with identified issues. I.e Humankind, Compass Phoenix and CAMHS etc.

Section 9: Searching and Confiscation

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

School makes it clear in their school policies and in communications to parents/carers and pupils that alcohol and drugs are banned items

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 is good practice to do so on CPOMS.

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.

Section 10: Procedures for Managing a Pupil Suspected to be Under the Influence of a Substance

Staff should stay calm, place pupil in a quiet area and not leave them unsupervised. Seek medical advice from Nurse or other agency, 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 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 DSL, who will then follow the school's 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;

- where an intoxicated parent is behaving violently or is threatening violence such that the belief is that the threats may be carried out thus compromising the immediate safety or care of a child, or
- place others in danger by driving a car whilst unfit through drink or drugs

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.

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.

Section 11: When to Contact the 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.

SCHOOLS 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'	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.

Police should be involved in cases where:

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

Pupils found in possession of illegal substances on school premises might not be arrested, but should be assessed, and referred to a suitable external agency for substance misuse guidance, as appropriate, and dealt with through the school own disciplinary procedures. The school will 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 school is concerned about the illegal selling of tobacco/ e-cigarettes and/or alcohol and /or solvents.

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>

Section 12: Supporting the Young Person with Suspected or Known Substance Misuse

The Dfe 2012 drugs advice for schools makes clear our 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 a 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 Humankind.

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.

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.

Section 13: Exclusion for Substance Related Incidents

If a young person admits or is suspected of substance misuse, information on support agencies will be shared with the young person and/or the family. School is unable to offer an extensive ‘support service’ but we can ‘sign-post’ ways forward by providing contact numbers.

The school reserves the right to implement a repertoire of responses, to such an incident. This may include sanctions, counselling and in some cases fixed term or permanent exclusion.

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.

Section 14: Compass REACH

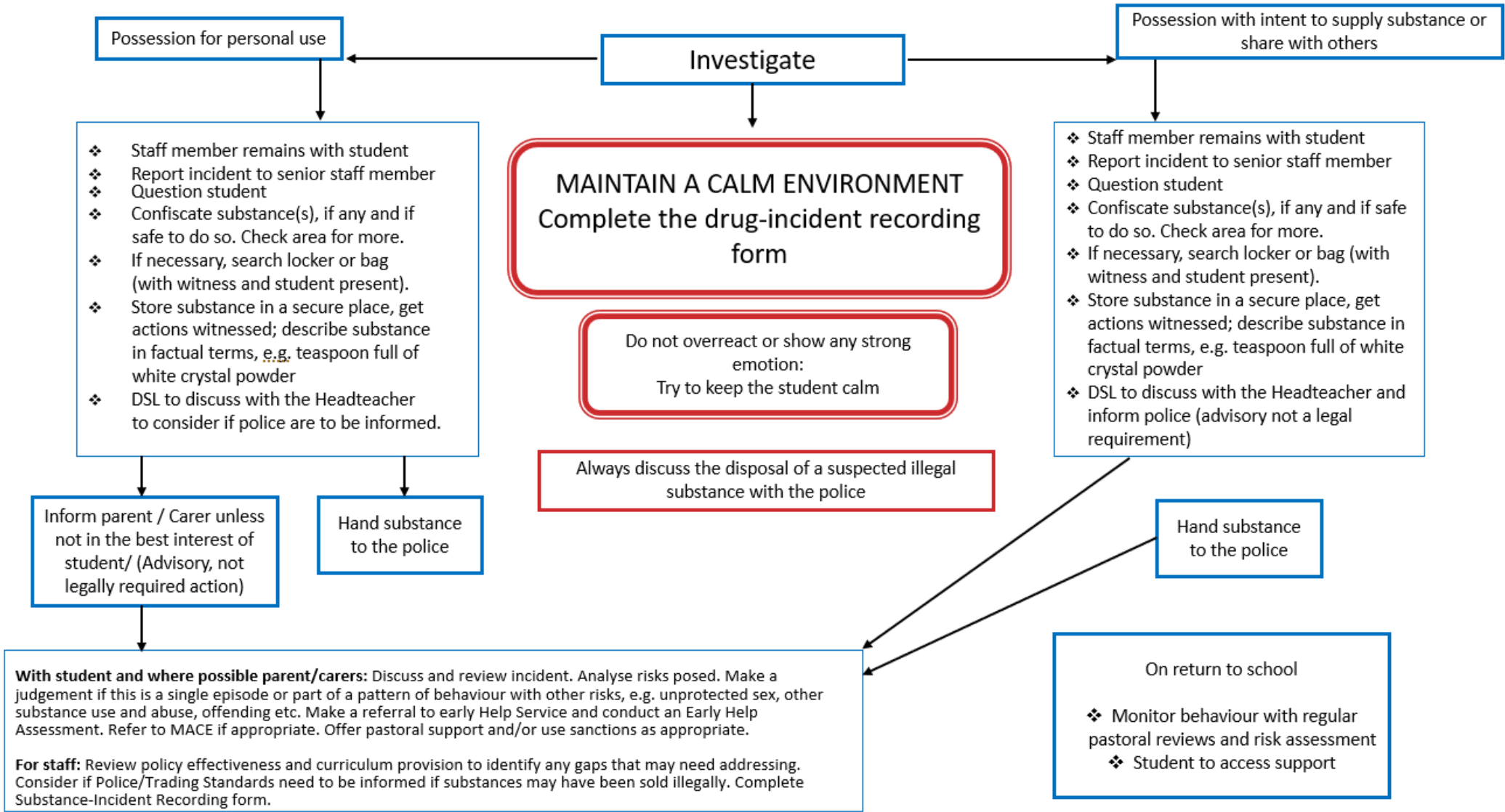
Compass REACH is the specialist young people’s drug and alcohol treatment provider for North Yorkshire and works with children and young people aged 9 – 19 (and up to 25 for those with SEND) who have been screened as having moderate or high levels of need with regard to substance misuse/alcohol. The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

When making a referral we ensure 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.

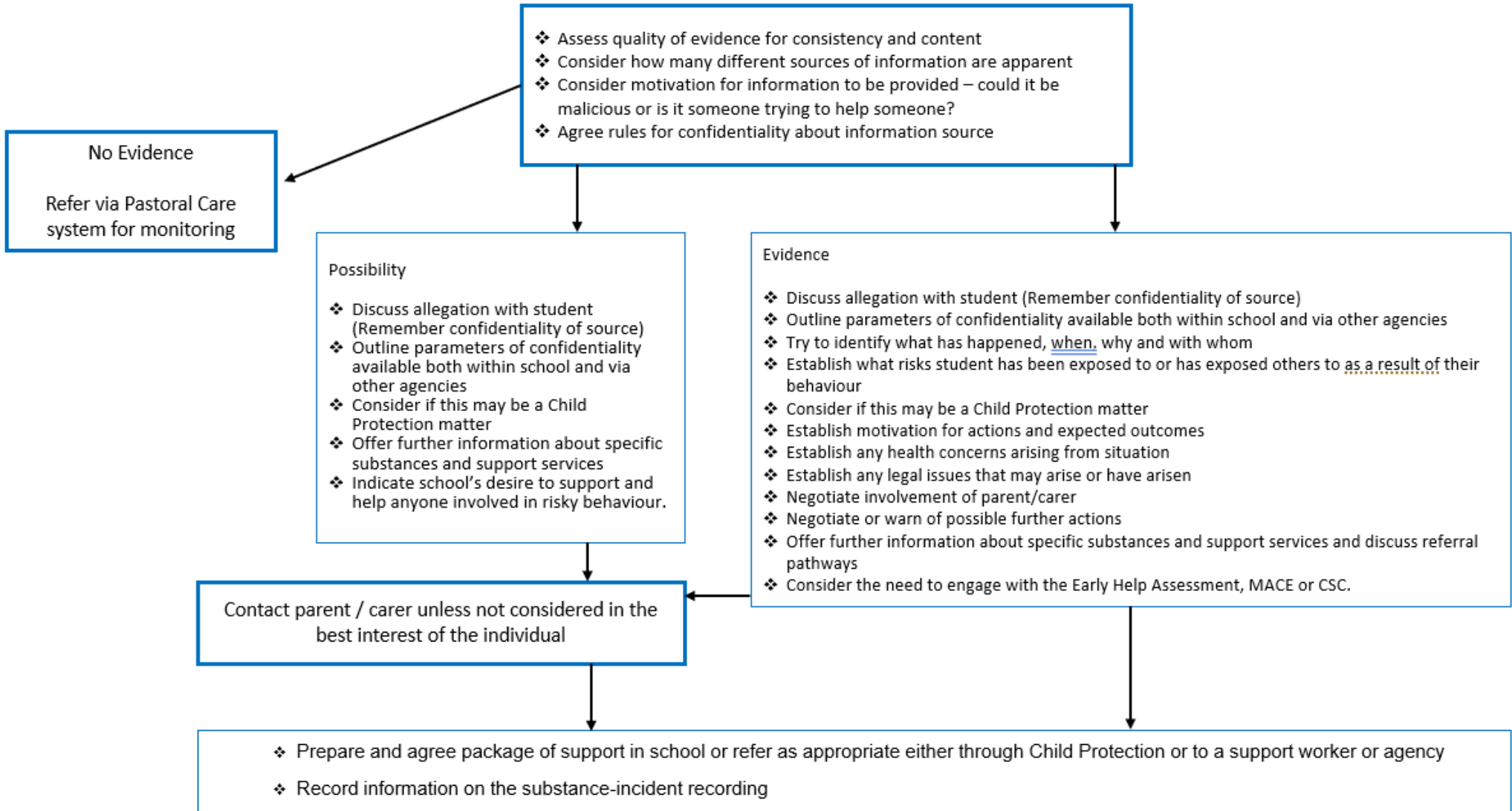
- Compass REACH will work actively with the young person to encourage parental involvement in their treatment, as this will often result in an improved outcome.
- Safeguarding and the best interests of the young person are paramount, particularly if they are engaging in risk taking behaviour and require support to address this.

See Flow Charts and Appendices at end of this document

SUBSTANCES – POSSESSION / SUPPLY



Rumour of substance use or misuse in school



Student using /supplying substances out of school

- ❖ Students have a right to a private life, and this includes choosing to break the law. However, the school has a duty to safeguard, and it is possible for schools to take disciplinary action against students whose behaviour is such that it brings the school/college reputation into disrepute, e.g. if a student is in school uniform and is persistently seen allegedly using cannabis in the street on the way to or from school.
- ❖ If the allegation is of personal use, it may be sufficient to monitor the student whilst at school and take action only if their learning capability or other behaviour at school causes concern.

No (No legal requirement to take further action)

Yes
Is person (s) on school roll?

- ❖ Check jurisdiction of school authority – do alleged actions take place at a time and in a location where the school/college has jurisdiction?
- ❖ This matter is more serious if the supply (sharing) of drugs is substantiated

NO

YES

No school authority to act except as a "concerned citizen" in which notifying police giving as much detail as possible – use local police contact

Is their behaviour sufficient to "bring the school into disrepute" ?

YES

NO

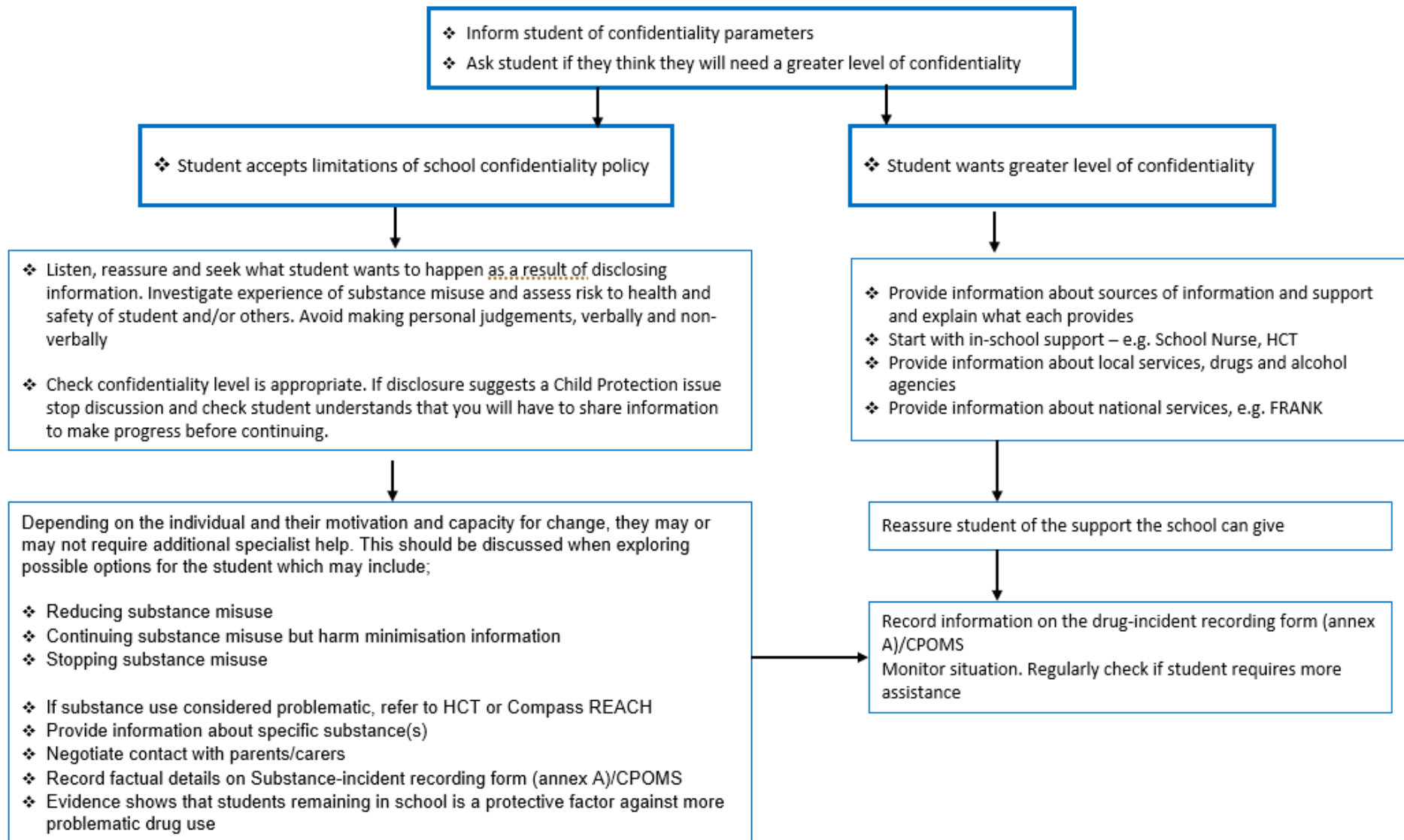
Investigate Incident

- ❖ Discuss allegation with student (Remember confidentiality of source)
- ❖ Outline parameters of confidentiality available both within school and via other agencies
- ❖ Try to identify what has happened, when why and with whom
- ❖ Establish what risks student has been exposed to or has exposed others to as a result of their behaviour
- ❖ Consider if this may be a Child Protection matter
- ❖ Establish motivation for actions and expected outcomes
- ❖ Establish any health concerns arising from situation
- ❖ Establish any legal issues that may arise or have arisen
- ❖ Negotiate involvement of parent/carer
- ❖ Negotiate or warn of possible legal actions
- ❖ Consider in-school support package including appropriate help from, for example, school nurse, Learning mentor etc
- ❖ Offer further information about specific substances and support services
- ❖ If appropriate, consider referral pathways. Consider the need to engage with the Early Help Assessment, MACE or CSC.

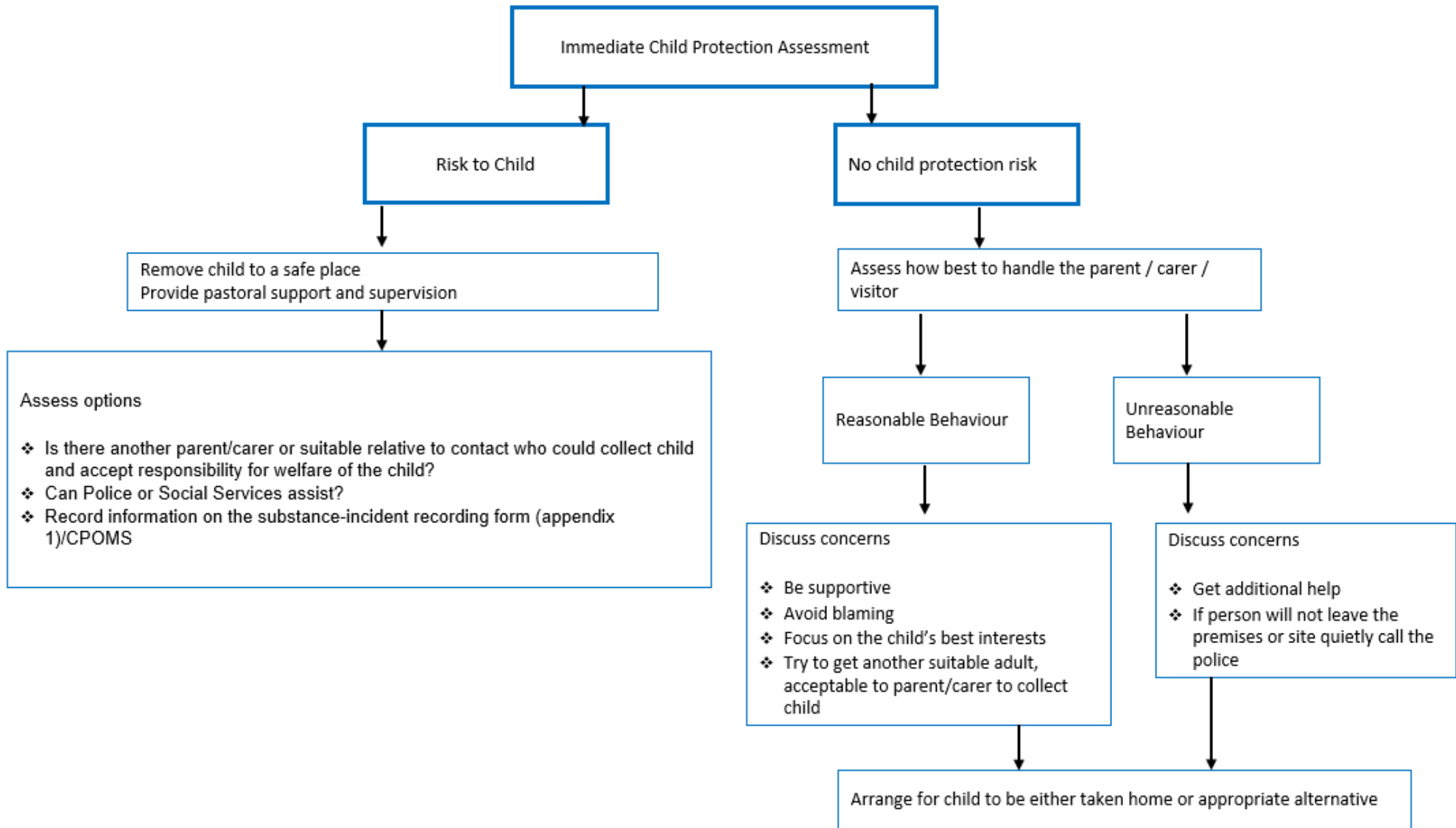
Contact parent/ carer unless not considered in the best interest of the individual

- ❖ Agree package of support in school or refer as appropriate either through Child Protection or to a support worker or agency
- ❖ Record information on the drug-incident recording form

Disclosure of Substance Use



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



Appendices

Appendix 1 - School's substance-related Incidents Recording Form

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

Please tick the most appropriate box for the incident	
A substance / paraphernalia has been found on the school premises (not on a person)	
A pupil(s) has been found in possession of a substance on school premises	
A pupil(s) has been found supplying a substance on the school premises	
A pupil(s) has been found under the influence of a substance on school premises	
Suspicious that a pupil(s) is under the influence of a substance on school premises	
Rumour of substance use or misuse in school	
A pupil(s) has been searched and drugs / alcohol has been found	
Concern for use off school premises which may be affecting school performance	
Pupil(s) disclose own involvement with substance misuse or that of a family member	
A pupil(s) has been found in possession or under the influence whilst on a school excursion	
A parent/ carer is thought to be under the influence of a substance when collecting their child(ren)	
Other (please give details)	
Date of Incident	
Brief, factual outline of what happened (or suspicions) including a description of substance	
Who was involved and what role did they allegedly play? (name, age, role played)	
Who reported the incident, which staff were involved and an outline of the conversation?	

Outcome of the Incident

Review	
Are changes needed to be made to the drug education curriculum?	
Are changes required to the Substance Misuse Policy?	
Are there any staff/ governor training needs to be addressed?	
Is further work required with external agencies e.g closer links with the police, young people substance misuse workers etc	

Signed (original member of staff who delt with the incident:

.....

Headteacher (Member of SLT)

.....

Logged on CPOMS [Yes/No]

Appendix 2 – 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 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?	

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

Planning Checklist	
Aspects to be considered	Any agreed actions
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	Possession: None, unless you're in prison Supply and Production: Up to 7 years

	or empathy with others e.g laughing gas	in prison, an unlimited fine or both
Temporary class drugs (correct in Jan 2018) 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 http://mentor-adepris.org/psychoactive-substances/	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
Temporary class drugs (correct in Jan 2018) 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 http://mentor-adepris.org/psychoactive-substances/	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 and Khat

Police can issue a warning or an on-the-spot fine of £90 if you're found with cannabis. You may be able to pay your penalty without getting a formal warning or caution.

If you're repeatedly found with cannabis or khat, your penalty may vary from treatment to their maximum penalty for possession.

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.

Appendix 4 – Substance Issues and Off-site Visits and Further Activities 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 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 people/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.

Issue: Involving Young People and Parents	
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?	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. 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. 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.

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;

Issue 1: Over 18's	
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
Issue 2: Over 16's and Evening Meals – recommended this is not allowed	
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.
Issue 3: Foreign Exchange Visit for Under 16's	
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.
Issue 4: Safety and First Aid	
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.

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

Zero alcohol consumption for staff is our required practice.

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.

Issue: Illegal drug use, possession and supply	
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 www.fco.gov.uk 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.)