

Lakeside Primary School



Drug Policy

Reviewed: January 2018
Review Date: January 2019

PSHE Leader

Miss N Stocks

Head Teacher

Mrs Janet Witton

Governor with
Responsibility for
Drug policy

Mrs C Mann

Location and dissemination of policy

The Drug Policy is located with the Head Teacher, on the Teacher's Shared Area and on the school website. It is available to staff, pupils, governors, parents, LA and other agencies.

Links with other School Policies

Our school Drugs Policy links to other policies – Policy for Responding to Incidents Involving Drugs, Behaviour, Health and Safety, Supporting Pupils at School with Medical Conditions, PSHE, School Visits, Safeguarding, Child Protection.

Links with Local and National guidance

DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies September 2012

National Healthy School Standard: Drug Education (2004)

Drug, alcohol and tobacco education: curriculum guidance for schools at Key Stages 1 – 4 (QCA, 2002)

Purpose of the Policy

The purpose of this Drug 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 drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the school's drug education programme
- Enable staff to manage drug-related issues on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school's drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the school in contributing to local and national strategies

Where and to whom the policy applies

This policy applies to the school premises and perimeters and also:

- Journeys in school time
- Work experience
- Residential trips
- During the school day
- Those pupils educated in other provision

The guidance is for all staff and those responsible for providing guidance and support to pupils/students of the school

Definitions

A drug is any substance other than food, water and oxygen people take to change the way they feel, think or behave.

The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all drugs:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), khat and alkyl nitrites (known as poppers)
- All over-the-counter and prescription medicines

The possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable.

Illegal drugs have no place in schools. However, there are instances where other drugs may legitimately be in school.

- Medicines – some pupils may require medicines that have been prescribed for their medical condition during the school day – See Administering Medicines Policy.
- Non- prescribed medicines – See Administering Medicine Policy
- Volatile substances – must be securely stored to prevent inappropriate access or use.
- Alcohol is not permitted on school premises unless permission is given by the school governors for a special school event. The arrangements for storage and use must be agreed and adhered to.
- Tobacco – See separate School Smoking Policy.

The first concern in managing drugs is the health and safety of the school community and meeting the pastoral needs of the pupils. In every case of an incident involving drugs, Lakeside Primary School will place the utmost priority in ensuring the safety of pupils and staff, providing first aid for any medical emergencies and summoning appropriate help before addressing further issues.

Staff with key responsibility

The designated senior member of staff with overall responsibility for all drug issues within the school is the Headteacher, Mrs J Witton. Her prime responsibility includes overseeing the planning and co-ordination of drug education and the management of drug incidents in accordance with the procedure laid out in this policy.

All staff should be fully aware of the procedures for managing incidents, including whom they should inform and who has authority regarding issues such as searching school property and involving the police.

Drug Education

Drugs Education provides children/young people with opportunities to:

- Develop their **knowledge, skills attitudes and understanding** about drugs
- Develop an appreciation of the benefits of a healthy lifestyle, relating this to their own and others actions.

Drug education is a major component of drug prevention. Prevention of drug abuse will help social inclusion and reduce inequalities in health.

Objectives

- Increase children/young people's **knowledge and understanding** and clarify misconceptions about
 - The short and long-term effects and risks of drugs use
 - The rules and laws relating to drugs
 - The impact of drugs on individuals, families and communities
 - The prevalence and acceptability of drug use among peers
 - The complex moral, social and political issues surrounding drugs
- Develop children/young people's personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 - Assessing, avoiding and managing risk
 - Communicating effectively
 - Resisting pressures
 - Finding information, help and advice
 - Devising problem solving and coping strategies
 - Developing self awareness and self esteem
- Enable pupils to explore their own and other people's **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Drug Education is delivered through Statutory National Curriculum Science Orders and PSHE.

In each year, the needs of children/young people are first identified. Age appropriate Schemes of Work for Key Stage 1 and Key Stage 2 are in place and lessons are planned at the appropriate level.

Provision is made for vulnerable pupils by assessing individual needs and working with external agencies to give the correct support.

Drug Education of pupils with special educational needs is designed to be appropriate to their level of learning.

Methodology

- Creating a safe, secure and supportive learning environment
- Ground rules
- Active learning approaches – action research/mind-mapping/case studies/circle time/creative writing literature/discussion/external contributors/drama visits/formal debate/group work/interactive ICT/local surveys/media analysis/peer education/questionnaires/role-play/simulations/structured games/theatre-in-education/video supported by follow-up discussion etc.

There is discussion with external contributors through interview before their input. The class teacher will always share teaching the lesson and always be in the classroom. A copy of the Drug Policy will be made available to all outside speakers.

Staff Support and Training

- Initial Teacher Training – NQTs should be familiar with the programme of study and the framework for PSHE, relevant to the age range they teach. This also prepares teachers for pastoral responsibilities.

- In school induction – all school staff should have general drug awareness and a good understanding of the school Drug and other related policies. This should include first steps in managing drug related incidents and identifying and responding to pupils' needs.
- Staff will be given opportunity access further training when appropriate funding and training is available

Assessment, monitoring, evaluation and reviewing

Assessment – the elements of drug education that form part of the science curriculum are assessed in accordance with the requirement of the national curriculum.

Learning from the other elements of drug education will also be assessed as part of overall PSHE provision. Assessment should identify:

- Knowledge and understanding pupils have gained and its relevance to them
- Skills they have developed and put into practice
- How their feelings and attitudes have been influenced during the programme

Assessment should include:

- Assessment for learning – pupil's review and reflection on their progress
- Assessment of learning – measuring what pupils know, understand and can do

Progress and achievement in drug education forms part of the PSHE section of the school's annual report to parents/carers.

Monitoring – to ensure the quality, relevance and effectiveness of the drug education programme.

The designated member of staff for co-ordinating PSHE should be responsible for the overall monitoring of drug education. This monitoring might include:

- Lesson observations with feedback to teachers
- Looking at a sample of pupils' work
- Teachers providing regular feedback on the scheme of work/lesson plans
- Monitoring curriculum plans termly, with feedback to teachers
- Feedback from class teachers and pupils about what has been covered
- Including drug education as an agenda item at Key Stage team/ Governor meetings.

Evaluation

Changes to the drug education provision – possibly in response to changing local needs, will be implemented when and where appropriate.

Review – drug education provision will be reviewed on a regular basis to tie in with the school's Healthy School and PSHE curriculum audits.

Management of Drugs at school

Lakeside Primary School has adopted the guidance for responding to incidents involving drugs, DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies September 2012. This is exemplified in our Policy for Responding to Incidents Involving Drugs.

Detection

Always ensure that a second adult witness is present. The police may need to be called in.

Personal Searches: **It is not appropriate for a member of staff to carry out a personal search.** Every effort should be made to persuade the person to hand over voluntarily any drugs. Where the

child/young person refuses, the drug is believed to be illegal and the school wishes to proceed along formal lines, then the police must be called. Police should make every effort to attend as soon as possible though this will depend on ongoing incidents.

The police can conduct a personal search if they believe a young person is carrying drugs, or to prevent harm to themselves or others following an arrest.

Searches of school property – staff may search the pupils' locker or desk if they believe drugs to be stored there. **Prior consent from the pupil should always be sought.**

Searches of personal property – **schools must not search personal property without consent.**

Where consent is refused consider notifying parents/carers, who may persuade their child to give consent or if they wish to proceed along formal lines call the police.

After any search involving pupils, the school, regardless of whether the result of the search is positive or negative, must contact parents/carers.

Responding to drug incidents

Drug incidents may include:

- Drugs or associated paraphernalia found on school premises
- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge for their age
- A pupil is found in possession of drugs or associated paraphernalia
- A pupil is found to be supplying drugs on school premises (friends sharing drugs/pupil being coerced to supply drugs, a group of friends taking it in turn to bring drugs in for their own use)
- A pupil, parent/carer or staff member is thought to be under the influence of drugs
- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- A pupil discloses that they or a family member/friend are misusing drugs

A careful investigation will take place to judge the nature and seriousness of each incident, the needs of those involved and the most appropriate response. For example:

- What does the pupil have to say?
- Is this a one-off incident or longer-term situation?
- Is the drug legal or illegal?
- What quantity of the drug was involved?
- What was the pupil's motivation?
- Is the pupil knowledgeable and careful or reckless as to their own and others' safety and how was the drug being used?
- What are the pupil's home circumstances?
- Does the pupil know and understand the school policy and school rules?
- Where does the incident appear on a scale from 'possession of a small quantity' to 'persistent supply for profit'?
- If supply of illegal drugs is suspected, how much was supplied, and was the pupil coerced into the supply role, were they 'the one whose turn it was' to buy for others, or is there evidence of organised or habitual supply?

If during the course of the investigation the school decides that the police should be involved they should cease immediately to enable the police to conduct a full detailed enquiry.

Any response will balance the needs of the individual with those of the wider school community, and aim to provide pupils with the opportunity to learn from their mistakes and develop as individuals.

Possible responses include:

- Early intervention and targeted prevention
- Referral

- Counselling
- Behaviour support plans
- Inter-agency programmes
- Fixed-period exclusion
- Pastoral support programmes
- A managed move
- Permanent exclusion

Some responses may serve to enforce and reinforce school rules. Any sanctions will always be justifiable in terms of:

- The seriousness of the incident
- The identified need of the pupil and the wider school community
- Consistency with published school rules, codes and expectations
- Consistency with disciplinary action for breaches of other school rules (such as theft, violence, bullying)

Parents/Carers under the influence of drugs on school premises

When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, discuss with the parent/carer if alternative arrangements could be made, for example, asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of parent's/carer's behaviour.

Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parents/carer becomes abusive or violent, staff should consider whether to invoke child protection procedure and/or the involvement of police.

Staff conduct and drugs

Tobacco – See separate school Smoking Policy

Alcohol – Restriction of drink and other drug use in school hours and on school trips. There should be no consumption of alcohol by any staff while they have care of children/young people, in or out of school.

Staff misuse/abuse – if this is known or suspected the appropriate DMBC policy and procedures should be followed.

The role of the police

Legal drugs:

The police will not expect to be routinely involved in incidents involving legal drugs but the school will inform the police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area.

Illegal drugs:

School has no legal obligation to report an incident involving drugs to the police.

Nevertheless, not informing the police may prove to be counter-productive for the school and wider community. The police should, however, be involved in the disposal of suspected illegal drugs.

The needs of pupils

The school will ensure that pupils have access to up-to-date information on sources of help. Local and national help lines (e.g. FRANK, NHS Smoking Helpline and Drinkline), youth and community services and drug/health services will be prominently displayed so that those in need of help and who are reluctant to approach school staff can easily access it. Drug education programmes will also include details of services and help lines, explain how they work and develop pupil confidence in using them.

Referral and external support

In every case of an incident involving drugs, the school will place the utmost priority on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues.

The school will liaise with the School Nursing Service, Early Help Hub and other outside services to ensure that identified vulnerable young people/families receive appropriate support through the curriculum, pastoral system or referral to other services.

In addition to local support which may be accessed through your school nurse support is available to children from:

National Association for
Children of Alcoholics
www.nacoa.org.uk
Helpline 0800 358 3456

FRANK
www.talktofrank.com
0800 77 66 00

Confidentiality

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to the pupil. If the pupil discloses information that is sensitive, not generally known and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- Child protection and Inclusion
- Co-operating with a police investigation
- Referral to external agencies

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

Involvement of parents/carers

The school will ensure that parents/carers are:

- Made aware of the school's approach and rationale for drug education, for example, through the school prospectus or policy and/or via drug awareness evenings
- Involved in the planning and review of the drug education programme and policy, for example, through questionnaires, newsletters, focus group sessions, drug awareness evenings.
- Given information about their child's drug education and school rules in relation to drugs, for example, through newsletters, parent/carer notice boards. It is essential that all parent/carers understand how the school will respond to drug incidents and allay parental concerns following any serious incidents.

- In any incident involving illegal and other unauthorised drugs the school will involve the parents/carers, unless this would jeopardise the pupil's safety.
- Able to access information about drugs and local and national sources of help.

The role of governors

As part of their general responsibilities for the strategic direction of the school, governors have a key role to play in the development of the school's policy on drugs.

In accordance with the recommendations for National Healthy School Status, a governor will be appointed with specific responsibilities relating to the provision of drug education and policy development, although this is not a statutory requirement. The designated governor will also contribute to any case conferences called, or appeals against drug-related exclusions.

Governor training can be arranged if required.

Recording Incidents

The "Record of incident involving unauthorised drug" (Appendix 11 Drugs:Guidance for Schools 2004) will be used to document drugs related incidents.

Liaison with other schools

The local drug situation, the content of drug education, the management of incidents, training opportunities and transitions between schools will be routine elements of liaison.

National Healthy School Programme Healthy School Status (HSS) (Criteria for assessing school achievement)

Drug education (including alcohol and tobacco)

- The school has a named member of staff and a governor who are responsible for drug education provision
- The school has a planned drug education programme involving development of skills, starting from early years, which identifies learning outcomes, appropriate to pupils age, ability and level of maturity and which is based on pupils' needs assessment
- The school has a policy, owned and implemented by the whole school, including parents/carers, for managing drug related incidents which includes identifying sources of support for pupils and alternatives to exclusion
- Staff understand the role that schools can play in the national drug strategy and are confident to discuss drugs issues and services with pupils
- The school works with the police, youth service and local drug services in line with the Drug Action Team strategy to develop its understanding of local issues to inform its policy

Schools need to satisfy these minimum criteria for Drugs Education to achieve National Healthy School Status (HSS)

Appendix 2

Suggested Learning Outcomes from DfES and QCA

Key Stage 1 Drugs Education

Knowledge and Understanding

Pupils should be taught:

- To agree and follow rules for their group and classroom, and understand how rules help them (eg simple safety rules)
- About the role of drugs as medicines **Sc**
- That household products, including medicines, can be harmful if not used properly
- Rules for and ways of keeping safe (eg rules for medicines) and about people who can help them to stay safe (eg the police, health professionals)

Skills

Pupils should be taught:

- To share their opinions on things that matter to them and explain their views (eg about illness and taking medicines)
- To recognise, name and deal with their feelings in a positive way

- To recognise choices they can make, and recognise the difference between right and wrong
- How to make simple choices that improve their health and well-being

During the key stage, pupils should be taught the **knowledge, skills and understanding** through opportunities to:

- take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them)
- make real choices
- meet and talk with people
- ask for help

Attitudes

Pupils should be taught:

- To take part in discussion with one other person and the whole class (eg by exploring attitudes to medicines and other substances)
- To take part in a debate about topical issues

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through opportunities to:

- Feel positive about themselves
- Take part in discussions
- Consider social and moral dilemmas that they come across in everyday life (eg attitudes to smoking and alcohol)

Key Stage 2 Drugs Education

Knowledge and Understanding

Pupils should be taught:

- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. **PSHE**
- About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health. **Sc**
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. **PSHE**
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. **PSHE**
- Which commonly available substances and drugs are legal and illegal, their effects and risks. **PSHE**
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. **PSHE**
- School rules about health and safety, basic emergency aid procedures and where to get help. **PSHE**
- Where individuals, families and groups can get help and support. **PSHE**

Skills

Pupils should be taught:

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society. **PSHE**
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. **PSHE**
- To recognise the different situations and then decide how to behave responsibly ,including road use, and judging what kind of physical contact is acceptable or unacceptable. **PSHE**

- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. **PSHE**
- To recognise and challenge stereotypes. **PSHE**

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through opportunities to:

- Meet and talk with people. **PSHE**
- and information and advice (for example, through helplines; by understanding about welfare systems in society) **PSHE**

Attitudes

Pupils should be taught:

- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. **PSHE**

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the opportunities to:

- Take responsibility **PSHE**
- Feel positive about themselves **PSHE**
- Consider social and moral dilemmas that they come across in life. (eg attitudes towards smoking and alcohol) **PSHE**

Those marked with **Sc** are part of the National Curriculum Science requirement, those with **C** Citizenship and those with **PSHE** part of the non-statutory guidance for PSHE

Useful Organisations

Addaction is one of the UK's largest specialist drug and alcohol treatment charities. As well as adult services, they provide services specifically tailored to the needs of young people and their parents. The Skills for Life project supports young people with drug misusing parents. Website: www.addaction.org.uk

ADFAM offers information to families of drug and alcohol users, and the website has a database of local family support services. Tel: 020 7553 7640 Email: admin@adfam.org.uk Website: www.adfam.org.uk

Alcohol Concern works to reduce the incidence and costs of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems Tel: 020 7264 0510. Email: contact@alcoholconcern.org.uk Website: www.alcoholconcern.org.uk

ASH (Action on Smoking and Health) A campaigning public health charity aiming to reduce the health problems caused by tobacco. Tel: 020 7739 5902 Email: enquiries@ash.org.uk Website: www.ash.org.uk

Children's Legal Centre operates a free and confidential legal advice and information service covering all aspects of law and policy affecting children and young people. Tel: 01206 877910 Email: clc@essex.ac.uk Website: www.childrenslegalcentre.com

Children's Rights Alliance for England - A charity working to improve the lives and status of all children in England through the fullest implementation of the UN Convention on the Rights of the Child. Email: info@crae.org.uk Website: www.crae.org.uk

Drinkaware - An independent charity that promotes responsible drinking through innovative ways to challenge the national drinking culture, helping reduce alcohol misuse and minimise alcohol related harm. Tel: 020 7307 7450 Website: www.drinkaware.co.uk/

Drinkline - A free and confidential helpline for anyone who is concerned about their own or someone else's drinking. Tel: 0800 917 8282 (lines are open 24 hours a day)

Drug Education Forum – this website contains a number of useful papers and briefing sheets for use by practitioners: Website: www.drugeducationforum.com/ 14

FRANK is the national drugs awareness campaign aiming to raise awareness amongst young people of the risks of illegal drugs, and to provide information and advice. It also provides support to parents/carers, helping to give them the skills and confidence to communicate with their children about drugs. 24 Hour Helpline: 0800 776600 Email: frank@talktofrank.com Website: www.talktofrank.com

Mentor UK is a non-government organisation with a focus on protecting the health and wellbeing of children and young people to reduce the damage that drugs can do to their lives. Tel: 020 7739 8494. Email admin@mentoruk.org Website: www.mentoruk.org.uk

National Children's Bureau promotes the interests and well-being of all children and young people across every aspect of their lives. Tel: 020 7843 6000 Website: www.ncb.org.uk

Family Lives - A charity offering support and information to anyone parenting a child or teenager. It runs a free-phone helpline and courses for parents, and develops innovative projects. Tel: 0800 800 2222 Website: <http://familylives.org.uk/>

Re-Solv (Society for the Prevention of Solvent and Volatile Substance Abuse) A national charity providing information for teachers, other professionals, parents and young people. Tel: 01785 817885 Information line: 01785 810762 Email: information@re-solv.org Website: www.re-solv.org

Smokefree - NHS Smoking Helpline: 0800 169 0 169 Website: <http://smokefree.nhs.uk>

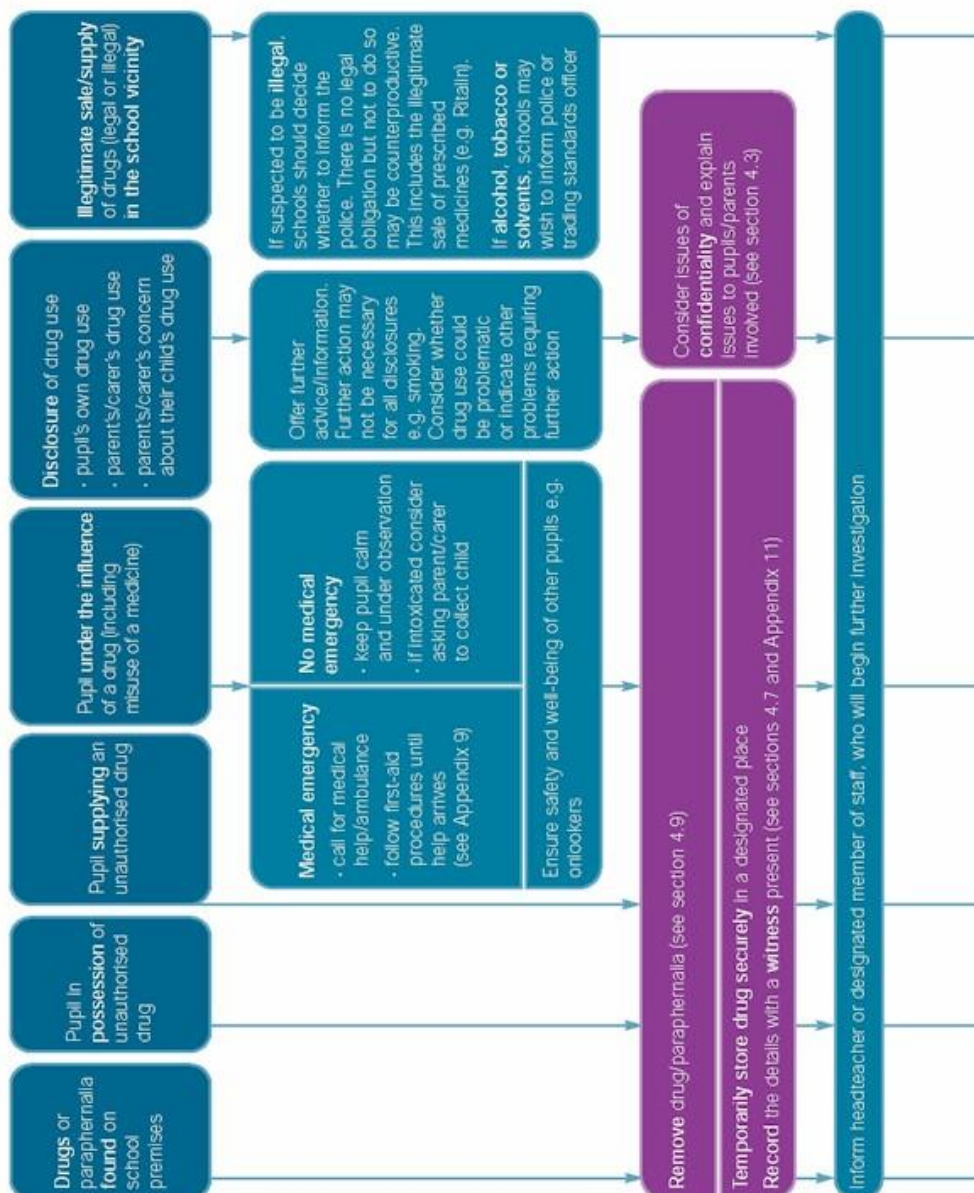
Stars National Initiative offers support for anyone working with children, young people and families affected by parental drug and alcohol misuse. Website: www.starsnationalinitiative.org.uk

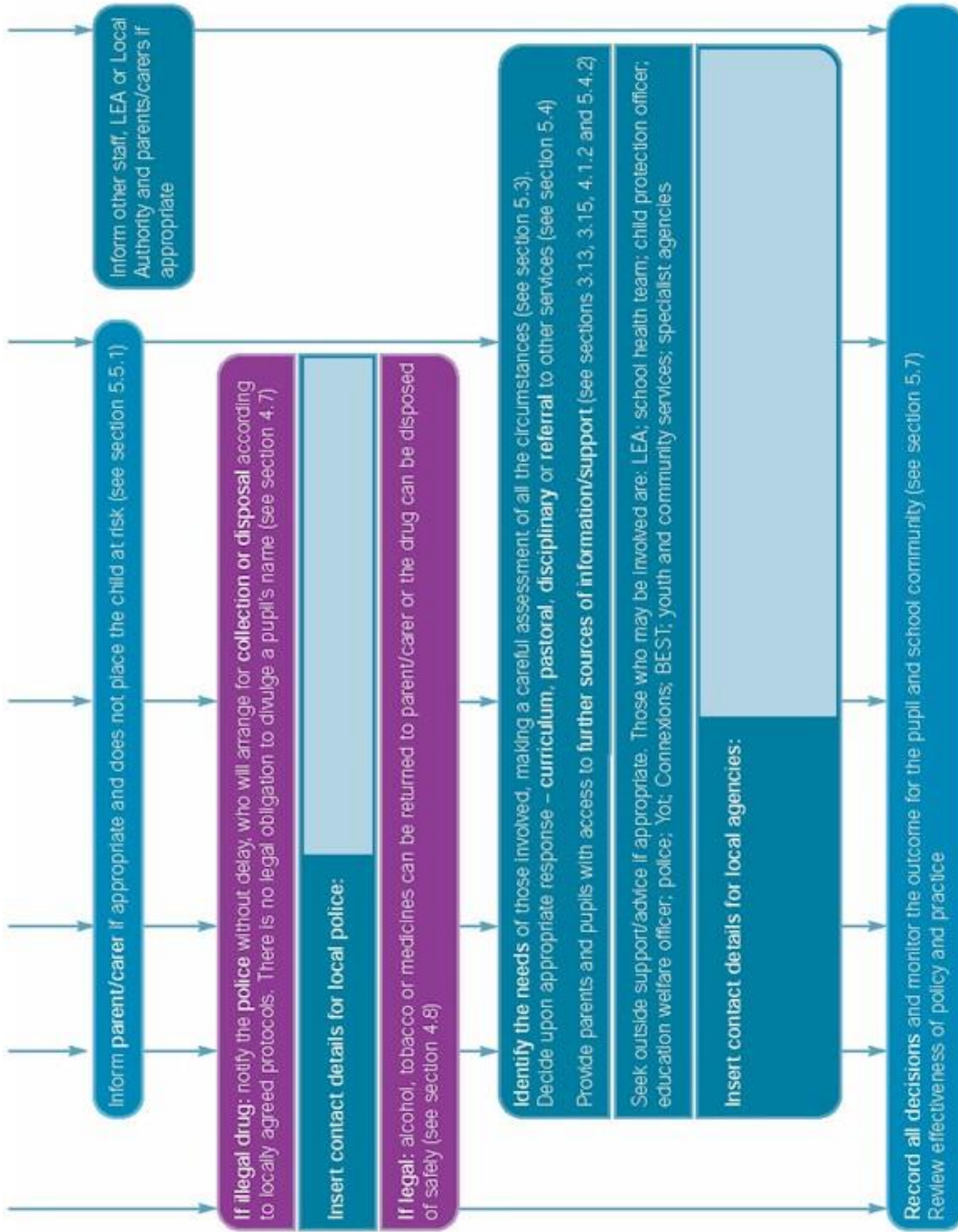
DrugScope is a centre of expertise on illegal drugs, aiming to inform policy development and reduce drug-related risk. The website includes detailed drug information and access to the Information and Library Service. DrugScope also hosts the Drug Education Practitioners Forum. Tel: 020 7520 7550
Email: info@drugscope.org.uk Website: www.drugscope.org.uk

Youth Offending Teams – Local Youth Offending Teams are multi-agency teams and are the responsibility of the local authority, who have a statutory duty to [prevent offending by young people under the age of 18. Website: <https://www.gov.uk/youth-offending-team>

Useful Web sites

| | |
|--|--------------------------------|
| www.wrecked.co.uk | Alcohol information |
| www.petepayne.com | General teen health site |
| www.talktofrank.com Also 0800 776600 | Government website about drugs |
| www.healthyschools.gov.uk | Healthy Schools |





Appendix 11: Record of incident involving unauthorised drugs

(Drugs:Guidance for Schools 2004)

- 1 For help and advice, telephone the LA.
- 2 Complete this form WITHOUT identifying the pupil involved.
- 3 Copy the form.
- 4 Send the copy within 24 hours of the incident to the LA.
- 5 KEEP the original, adding the pupil's name and form - store securely.

Tick to indicate the category:

Drug or paraphernalia found ON school premises

Pupil disclosure of drug use

Emergency/Intoxication

Disclosure of parent/carer drug misuse

Pupil in possession of unauthorised drug

Parent/carer expresses concern

Pupil supplying unauthorised drug on school premises

Incident occurring OFF school premises

Name of pupil*:

Name of school:

Pupil's form*:(*For school records only)

Age of pupil: Male/Female

Time of incident: am/pm

Ethnicity of pupil**:

Date of incident:

Tick box if second or subsequent incident involving same pupil

Report form completed by:

Ambulance/Doctor called? (Delete as necessary)

First Aid given?

Called by:

First aid given by:

Time:

Drug involved (if known):
(e.g. Alcohol, Paracetamol, Ecstasy)

Drug found/removed? YES/NO

Where found/seized:

Senior staff involved:

Name and signature of witness:
.....
.....

Disposal arranged with
(police/parents/other):

At time:

If police, incident ref no.

Name of parent/carer informed*:(*For school records only)

Informed by:

At time:

Brief description of incident (including any physical symptoms):

Other action taken: (e.g. Connexions or other agency involved, Educational Psychologist report requested, case conference called, pupils/staff informed, sanction imposed, LA/GP/Police consulted)

(Adapted from: The Right Responses (DrugScope, 1999))

(continue on blank sheet if necessary)

** Categories: British, Irish, other white, white and black Caribbean, white and black African, white and Asian, other mixed, Indian, Pakistani, Bangladeshi, other Asian, Caribbean, African, other black, Chinese, any other, not stated.