

# School Drug (including Alcohol) Policy

Name of School/Unit

**Bleakhouse Junior School**

Name of Designated School Lead for drugs (DSL)

**R.L. Soudani**

Senior Management Team member identified for Drug Related Incidents (if not DSL)

**J.E. Bates**

School Governor identified as Drugs lead

**S. Wilton**

Policy to be reviewed

**October 2020**

## Rationale

This school is committed to safeguarding and promoting the welfare of the children and expects all staff and volunteers to share in this commitment.

The DfE and ACPO drug advice for schools (2012) states:

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

Identifying what the school classes as a drug is very important. The World Health Organisation classes it as "a substance, which on entering the body, changes the way that body functions". This list constitutes the model the majority of organisations would follow, ourselves included:

1. Any prescribed medication used by anyone it is **not prescribed to**
2. Any medication being misused
3. Any controlled or scheduled drug
4. Amphetamines (Speed, Whizz, Billy)
5. Alcohol
6. Anabolic Steroids
7. Cannabis (Large variety of slang names)
8. Cocaine Hydrochloride (Powder)/Crack Cocaine
9. Cigarettes (Tobacco)
10. DMT
11. GHB
12. Herbal Highs
13. Ketamine
14. LSD (Acid)
15. MDMA (Ecstasy)
16. *Methamphetamine (Ice, Crank, Tweet, Crystal Meth)*
17. Nitrates (Poppers)
18. Opiates (Heroin)
19. Opiate Substitutes (Methadone, Subutex, Naltraxone)
20. Phenethylamines (2CB, 2CT1, 2CT7)
21. Psilocybin (Magic Mushrooms)
22. Qat
23. Volatile Substances known as VS (Gas, Glue, sniff-able products)
24. New psychoactive substances (NPS- legal highs)

There are always new drugs coming onto the market so this list needs to be reviewed at least annually. Not all of the above are illegal but they should still not be tolerated on school premises. Cigarettes, VS and Alcohol are drugs and should be thought of in the same way as illicit drugs. No single category of drug should be placed higher than any other. It is important that drugs such as alcohol are placed on a par with illicit drugs.

## **Aims and Objectives**

We at school believe that drugs are an issue in society at present and that our young people may be placed, at some stage in their life, in situations where drugs are involved.

We aim to:

1. Educate our young people factually, non judgmentally and with the inclusion of key partner agencies
2. To have a clear training strategy for ALL staff, Governors and Parents/Carers.
3. To have a clear strategy for dealing with drug related incidents

## **Drug Education**

*Drugs education is part of the Science and PSHCE curriculum and Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory curriculum from September 2020.* There are resources available for Sandwell schools free of charge. These materials can be accessed from [www.ourguideto.co.uk](http://www.ourguideto.co.uk). These resources fulfill the aims of drug education as stated in DfES Drugs: Guidance for Schools, 02/04.

We may also choose to use other educational materials but these will need to be reviewed regularly to ensure they remain relevant.

## **Staff Training**

Drug education needs to be a constant theme. This will only be possible if teachers are properly trained. Those involved in teaching drug education need opportunities to develop skills, knowledge and confidence through a programme of continuing professional development.

The Sandwell **DECCA (Drug Education, Counselling and Confidential Advice) Team** will provide training for all staff.

FRANK is a national organisation that can provide support to parents/carers helping to give them the skills and confidence to communicate with their children about drugs.

Contact details for both of these services can be found on page 10.

## **Guidance on Handling Drug Related Incidents**

**"The welfare of the child is paramount at all times".**

No school should believe that it is immune to drugs, including ourselves.

We have decided to adopt a range of responses as no one incident is identical to another. If needed we will refer a young person(s) to the DECCA Team but this may not always be appropriate.

The following guidance should be read in full but an overview of the whole process is included in Appendix 5, Drug Incident Pathway.

### **If there is an allegation/suspicion of a drug related incident in school**

1. If you hear/are told that a young person is using/in possession of drugs you need to act immediately.
2. Inform the DSL and/or the Head Teacher or another senior member of staff.
3. If possible have two staff present. This can be important if any future allegations are made.
4. Talk to the young person. Are they acting out of character? Do they appear in any way intoxicated? Are they acting suspiciously?
5. Point out the school policy on drugs and ask them to hand over any drug(s). If they refuse and you believe they have drugs on their person, point out that the police and/or parent(s)/carer(s) will then need to be contacted.
6. Teachers can ask a pupil/pupils to turn out their pockets and search bags or lockers but should never try to do any type of physical search. This can be classed as assault.
7. If doing any type of agreed search make sure there are two staff present.
8. You cannot force a young person to do anything, no matter what they are suspected of.
9. Record everything that is done as a description of events may be needed at a later stage. This record needs to include a record of the search made, the reason for the search, the time and the place, who was present and note the outcomes and any follow-up action.

### **If a young person discloses something about drugs**

1. It will often not be appropriate to talk about it at that time. Arrange to speak to the young person and try to establish whether there is any truth in what they have said. Offer the relevant help if it is needed.
2. As soon as possible inform the DSL so a referral to the DECCA Team can be made.
3. Record everything that is said as this may be needed at a later stage.

### **Confidentiality**

See school Confidentiality Policy.

### **Confiscation**

See the Behaviour Management Policy.

**If contact has to be made with parent(s)/carer(s) and/or the Police the DSL or a member of the Senior Management Team will be the only people designated to do this.**

### **Informing Parents**

1. It is always advisable to contact parents/carers. There may be legitimate grounds not to contact parents immediately if it is clear that they may seriously over react and cause harm to the young person, or if the parents are believed to be directly involved in the situation causing concern.
2. The decision not to contact should only be made by the Head Teacher/ Teacher in Charge or designated member of the Senior Management Team.
3. For children who are Looked After Children (LAC) the appropriate contact individual must be informed and fully involved in any action taken by the school.

4. When contacting parents/carers it needs to be done in such a way that distress is kept to a minimum. A telephone call indicating an incident at school without giving specific details would be most appropriate.
5. The young person should be involved as much as possible in the process of contacting any outside organisations and if possible they should take the lead in admitting their drug use to parents/carers.
6. Involve the parents/carers as much as possible in the implementing of appropriate sanction(s) for their child.
7. The offer of support to parent(s)/carer(s) may need to be made (see appendix 3 of *supportive organisations*).
8. Having parent(s)/carer(s) working in harmony with school can play an important role in ensuring a young person stays drug free at school.

### **Involving Police**

If the Police are contacted regarding a pupil who has been found in possession/suspected possession of an illegal substance there would be a shared approach agreed. The approach may include:

1. The Local Sector Police Officer would visit the school. Following liaison with the Head Teacher or DSL the Officers may arrest the pupil or alternatively make an appointment to interview that person in the presence of an appropriate adult at a Police station. In all cases the West Midlands response to drug related incidents in school would be followed. The outcome of the enquiry would result in one of the following:
  - No further Action.
  - Reprimand.
  - Final warning.
  - Charged and bailed to attend Youth Court
2. If we are unable to contact the relevant officer for the school, we will contact the DECCA Team (0121 569 2201), for guidance where possible.

If the Police were contacted regarding a pupil who has been found supplying or is suspected of supplying an illegal substance the Police would respond in the following way:

1. The Local Sector Police Officer would visit the school promptly (certainly that school day) and discuss with the Head Teacher, DSL or designated person the appropriate action to be taken. Police may arrest but may make arrangements for the young person to be interviewed at the police station in the presence of an appropriate adult. The outcome would be as previously stated for possession.
2. If we are unable to contact the relevant officer for the school, we will contact the DECCA Team (0121 569 2201), for guidance.
3. We will make Police aware if we suspect drug dealing to be occurring on or near school premises. This can be done anonymously to Crimestoppers (0800 555 111).
4. Legally, school does not have to contact the Police and an incident can be dealt with in-house.
5. It is advisable to develop a good relationship with local Police, as they may prove invaluable.

## Legal Standing and Implications

1. You must consult the DSL before you take any action.
2. The school does not legally have to act if we are told that a young person is using or has used an illicit drug outside of school time, or has been in possession of an illicit drug outside of school time. It would however be advisable to inform the DSL or Head teacher if you are made aware of any such behaviour and the final decision be left with them.
3. If any information is received about a young person's behaviour in or outside of school time, and there is sufficient evidence for concern, in relation to drugs it is advisable to concern all relevant parties unless there is evidence that the young person may be placed at significant risk.
4. 'Using' means someone who is using or taking the drug(s) themselves. It does not mean that they are a drug dealer and each case should be looked at individually.
5. Money does not have to change hands for a young person to be dealing. Dealing can be defined as passing on, selling, giving away and any action that involves any type of hand over of drugs from one young person to another.
6. We have no legal obligation to contact the Police.
7. If Police come in to school and wish to formally interview a young person the parent(s)/carer(s) must be contacted. Parent(s)/carer(s) can refuse permission for their child to be interviewed. This would change if the child were placed under arrest.
8. The Head Teacher can give permission for a formal interview to take place if all possible efforts have been made to contact a parent(s)/carer(s). This should only happen in exceptional circumstances as it could lead to disciplinary action. An appropriate adult **must** be present if a child is interviewed. If this is anyone other than the person who has parental responsibility they should have undertaken specific training on how to fulfill this role. Without training it would **not** be advisable to undertake this role. The Head Teacher would usually undertake this responsibility in the event of no appropriately trained staff.
9. It is unlikely that any interview would take place in school.
10. For guidance on the use of sniffer dogs and drug testing in school please refer to appendix 2.
11. A criminal conviction can be far more damaging than any drug. A young person can be affected for life by a criminal record. Is this necessary for what could be experimental drug use? Each case must be treated individually.

## Substances

1. If school finds a substance believed to be illegal it is recommended the school try to establish where it has come from.
2. The most important thing to remember is to have a witness to anything you do if at all possible.
3. If it is decided that the drug is to be stored the following must happen: It must be kept in a secure place (such as the safe). It must be separately packed in a sealed plastic bag with the time, date and place of finding/handing in. Do this with a witness.
4. If school decides to dispose of the substance it should only be incinerated due to Health and Safety issues. Do not flush it away.
5. School will contact Police to collect suspected illegal substances. An Officer would call as soon as practically possible (see above for how to store

substance in the meantime.) Remember that no questions have to be answered about any of the pupils in school.

6. Incineration bins can be obtained from the same source as sharps bins.
7. Inform the school DSL and record all you do including the police incident reference number.
8. Inform parents/carers unless this is not in the best interest of the child.
9. Identify any safeguarding concerns and develop support/disciplinary response as necessary.

### **Exclusion**

1. For discipline to be effective it has to be consistent.
2. It is a widely held belief that unless the hardest line is taken against drug use/supply the message will appear to be that of school condoning drugs. Being excluded from school can be more damaging than any drug and may not remove the problem and may make it worse.
3. Excluding may take the problem out of school grounds but not away from the pupils. Research also states that when excluded, a young person is more prone to drug use and the dangers that surround it such as drug dependence and crime. Some young people use drugs to hide or distract attention away from other problems. School can often be the most stable influence in a young person's life. Whilst the pupil is in school he/she can be closely monitored, if they are excluded from school he/she will still mix with pupils unmonitored. Permanent exclusion can further alienate a young person already in need of help. Teachers can be the only adults in a child's life that have their best interests at heart.
4. Exclusion is not the only answer. "Permanent exclusion will usually be the final step, **after** a wide range of other strategies have been tried". (DFES 2003).
5. A number of factors should be taken in to account when deciding on an appropriate response.
  - Does the pupil admit or deny allegations?
  - Is this a first or subsequent offence?
  - What was the quantity of drug involved?
  - What was the pupil's motivation? (Was there malicious intent?)
  - Does the pupil have a parent/carer or family member who is using drugs?
  - Does the pupil know and understand the school policy and school rules?
  - If illegal supply is suspected, how much was supplied and was the pupil coerced in to the supply role or the one 'who's turn it was' to buy for others, or is there evidence of organised or habitual supply?
6. If a young person is using or dealing appropriate sanctions can be placed on a pupil. A range of responses can be employed. They are:
  - **Early intervention**
  - **Referral to an outside organisation**
  - **Counselling**
  - **A Behavioural contract. A contract to stay drug free whilst engaged in any type of school related activity or on school**

**premises (see Appendix 1 for an example contract) has been proven to act as an effective deterrent.**

- **Fixed period exclusion**
  - **Pastoral support programme**
  - **A managed move**
  - **Permanent Exclusion**
7. Each case will be treated individually. Possession will be treated differently to supplying. If it were found that dealing was taking place with any malice then the strongest course of action would be employed.
  8. Placing a young person on a "Drug Free in School Time" contract signed by the pupil, parent/carer and school, has proved successful in deterring further drug use, in school, by a pupil.
  9. It should not be the sole burden of responsibility for one person to decide the future of any young person. Any decision should be discussed between all parties concerned to try to establish what is best for the young person and school. Record all you decide and do, it may be important in the future.
  10. The DECCA Team can be called in to school to work with any young person suspected or caught using drugs.

### **Sharps and drug related paraphernalia**

1. Barrier methods should be used when handling anything.
2. If there are solutions in the needles, or residues on such things as tin foil, treat these as substance "finds" and deal with them in the same way.
3. Any hypodermic needles will be collected using the barrier method and stored in a secure place until collected by the police.
4. Record all you do.

### **What to do in a medical emergency**

Our aim is to ensure that as many of our staff team as possible is trained in first aid. There will however be at least one designated first aider in school.

Our aim is to ensure that our first aid procedures are clearly displayed for all staff to follow. Below is the guidance that will be followed:

1. If possible get the person concerned to stand or sit. This would only differ if it were thought the person had fallen and there was a chance of spinal injury.
2. If a person is unconscious always telephone for medical help.
3. Remove any immediate danger away from the person. If a hypodermic needle is still in a part of the body, it is advisable to remove it due to the risk of further injury and place the person in the recovery position. Barrier methods should be used when handling any sharps. They include:
  - Thick rubber gloves, not latex
  - Aprons

It is especially important for caretaking staff to take these steps.

4. Do not leave the person unattended, shout for help. Do not leave the person with a pupil but a pupil could be sent to raise the alarm.
5. Whilst your first priority is for the pupil(s) at immediate risk you must ensure the safety of others. If at all possible keep the area clear. This removes the element of risk and lessens the chance of gossip.
6. If the person is conscious ask them what they have taken and how. Keep them under observation in a quiet place. Do not try to induce vomiting. If you

know what drug has been used it may be necessary to give the person fluid to re-hydrate them. If in doubt give them nothing by mouth and call an ambulance.

7. Have two staff there if possible. It makes recording more accurate, reduces stress levels and may be important in future if allegations are made.
8. Any attending professional has to make a record of what has been done and witnessed.
9. It is vital that any information, substance samples and vomit are passed on to attending professionals, if possible. It may help to save a life.

## **Smoking Policy**

At this school we have made a commitment to being a healthy school. We believe that smoking is harmful to health and strongly discourage our children from smoking. As it is now illegal to smoke in enclosed public places the school and its grounds are a smoke free zone. Consequently, the school is a non-smoking establishment for all young people and anyone that accesses the site.

### **Aims and Objectives**

At this school we will:

1. Help children know and understand the dangers of smoking, and the harmful effects that smoking can have on their bodies.
2. Provide children with the knowledge and information necessary for them to make responsible choices about smoking.
3. Equip children with the social skills that enable them to resist the pressure to smoke.

### **Education**

The dangers of smoking are addressed across the curriculum.

### **Other Relevant Documents**

- Medicines Policy
- Safeguarding and Child Protection
- Behaviour Management Policy
- Confidentiality Policy
- School Mission Statement
- PSHCE Policy
- Health and Safety Policy
- Visitors Policy

R. Soudani  
October 2019

## **Links to other agencies**

### **DECCA Team (0121 569 2201)**

<http://www.ourguideto.co.uk>

Work with young people aged up to 19 years of age. Able to deliver education, brief intervention and treatment for drug related issues.

Referrals to all these services can be made by any agency with permission from the individual concerned. An individual can also refer themselves and we will actively promote the services of these organisations.

### **FRANK (0300 123 6600)**

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

Works with young people and supports parents to have the skills and confidence to communicate with their children about drugs.

**NOTE: It would be useful for schools to regularly check the contact details of their Police Local Sector Officer as these may be subject to change.**

### **Implementing and monitoring**

This policy will be reviewed annually.

## **Drug – free in School Contract**

I, the under signed, promise to remain drug - free in school.

I will not use, be in possession of, sell or pass on any substance classed as a drug in the school Drug Policy, including alcohol and tobacco, in school time.

This means before school, during school, during break time, during lunchtime, whilst going home from school or on **any** activity connected with school.

I understand that if I am found to be under the influence of drugs or in possession of drugs or in breach of my Drug – free in School contract in any way, I may be permanently excluded from school.

Signed

Pupil

Parent

Teacher (should ideally be a member of the leadership group)

### **Guidance on the Use of Passive (Sniffer) Dogs and Drug Testing in Schools**

#### **Rationale**

All schools are at risk of having a member of their community using drugs in school time. Many young people will experiment with drugs and go no further, whilst a small minority will experience some harm due to their use. Schools should have a range of responses and organisations that can support the school and its community on this issue.

If the use of passive dogs and drug testing is to be considered it should be written in the school drug policy that has been agreed by school, parents and pupils.

The media may contact schools directly over either issue and support can be provided by the LA press office that will liaise with the DECCA Team.

#### **Guidelines on the use of passive dogs**

West Midlands police have issued specific guidance in relation to the use of passive dogs. The local agreement with Police in Sandwell is as follows:

1. Dogs can be used as part of a deterrent measure such as an assembly but not as a measure to detect drugs on school premises unless it is part of a warrant led operation. The use of dogs should never be used surreptitiously as a detection exercise.
2. It may not always be possible to have this service due to commitments in other areas.
3. It is advised that a letter be sent home to parents/carers informing them of any visit. Parental permission would not legally need to be obtained if no actual search was taking place and the visit was purely educational.
4. "Schools should ensure that if sniffer dogs are used for detection or as a deterrent, they form part of an on-going whole school approach to managing drugs on school premises rather than an isolated action".

#### **If part of a warrant led operation:**

1. Dogs could be brought in to school to detect whether pupils were in possession of drugs. The advice from ACPO is that local Police, if they are to respond with the use of passive dogs, should do so as part of a warrant led operation, unless evidence may be lost by delaying the search.
2. The emphasis should always be on support and not on punishment. If possession is discovered then that young person can receive support from the DECCA Team and a range of external organisations.
3. The young person should be placed on a Drug Free in School Contract.
4. If a pupil was identified then stigmatisation should be kept to an absolute minimum. If this young person has issues then such a discovery could push them further down the line of drug use.

## **Wider issues**

There are private companies that also provide the services of sniffer dogs. Before embarking on this course of action schools should consult with the DECCA Team who can advise them of the agencies able to offer this service. The following must be considered:

1. In some religions dogs are seen as unclean and could cause offence to pupils from that background.
2. The dogs may identify a pupil/staff member who is not themselves using drugs but has been in an environment where drugs are used. It is possible that they may not even have realised that drugs were being used. This should be taken in to consideration when deciding on any course of action.
3. Support agencies, such as the DECCA Team, should be identified before any search takes place.
4. Approval of the governing body should be obtained.
5. If passive dogs were to be used as a detection method in school, a letter informing parent(s)/carer(s) must be sent giving them the opportunity to refuse permission for their child(ren) to be included.

## **Guidance on drug testing in schools**

### **"The welfare of the child is paramount at all times"**

If there is a suspicion of drug use there are a number of strategies that can be used before a drug test needs to be considered.

1. Consult the school drug coordinator before you take any action.
2. If a young person is suspected of being under the influence of any drug, including alcohol and volatile substances, they should be spoken to.
3. The guidance written in the school drug policy on how to deal with an incident should be followed. Ideally it will be the DSL or designated person who will speak to the child.
4. The DECCA Team can be contacted to work with the young person on a one to one basis if drug use is suspected, admitted or discovered. An assessment will be carried out to ascertain the level of support that the young person needs.
5. The emphasis should be on help and support, not punishment. There is a high probability that drug use may not be the main issue.
6. Drug testing should be the final step in any piece of intervention work and only if all other options have failed.
7. For further information see appendix 5.

Before embarking on this course of action schools should consult with the DECCA Team who can advise them of the agencies able to offer this service.

The DECCA Team can provide guidance and training on how to approach the issue of drug use with a young person.

## Parents

1. It is strongly advised that contact with parent(s)/carer(s) is made if there is a concern around drug use or an incidence of drug use is discovered.
2. If a drug test were thought to be necessary then permission would need to be obtained if the child was under 16 years old from a parent/carers. Any young person over 16 years can give their permission.
3. When contacting parent(s)/carer(s) it needs to be done in such a way that distress is kept to a minimum. A telephone call indicating an incident at school without giving specific details would be most appropriate.
4. The young person should be involved as much as possible in the process of contacting any outside organisations and if possible they should take the lead in admitting their drug use to parents.
5. Involve the parents as much as possible in the implementing of appropriate support and sanction(s) for their child.
6. The offer of support to parent(s)/carer(s) may need to be offered.
7. Having parent(s)/carer(s) working in harmony with school can play an important role in ensuring a young person stays drug free at school and out of school time.
8. There may be legitimate grounds not to contact parents immediately if it is clear that, **they may seriously over react and cause harm to the young person or the parents are believed to be directly involved in the situation causing concern.**

## Wider issues

If a school were to consider drug testing there are a number of other factors that should be taken in to consideration.

1. Is the person conducting the test trained?
2. Is there a way of ensuring that the test cannot be tampered with?
3. Is there a suitable room for the test to be carried out in?
4. Schools would be expected to meet the costs for any external agency to conduct drug testing.
5. What would happen if the young person refused to participate? Would this be classed as an admission of use?
6. There is a danger that if a young person's use was discovered through a test that it could in fact push them further away as they were not ready to deal with or disclose their issue at that time.
7. There is also the danger with random drug tests that a person can be labeled and stigmatised even if the result showed no use.
8. If a pupil has used drugs they might stay away from school to avoid discovery
9. Cannabis stays in the system for some time (up to 90 days) but other drugs, such as heroin and crack are out of the body in no more than 3 days. Drug testing could push young people in to using drugs they know would be out of their body more quickly.
10. If a test showed a positive result it does not mean that they have used drugs in school time.
11. Schools "legally" do not have to act if they are told a young person is using or has used an illicit drug outside of school time.

12. "Using" is someone who is using or taking the drug(s) themselves. It does not mean that they are a drug dealer and each case should be looked at individually.
13. Not all drug use is problematic. Many young people experiment and go no further. Education is vital in ensuring young people are aware of the risks associated with drug use.
14. There is no legal obligation to contact the Police.
15. If Police come in to school and wish to interview a young person the parent(s)/carer(s) must be contacted. The Head Teacher can give permission for an interview to take place if all possible efforts have been made to contact a parent(s)/carer(s). This should only happen in exceptional circumstances as it could lead to disciplinary action. It is unlikely that any interview would take place in school.
16. Parent(s)/carer(s) can refuse permission for their child to be interviewed.
17. An appropriate adult **must** be present if a child is interviewed. If this is anyone other than the person who has parental responsibility they should have undertaken training on how to fulfill this role. Without training it would **not be** advisable to undertake this responsibility.

This document has been devised using Drugs: Guidance for Schools (4.10.2 Sniffer dogs and drug testing/Appendix 10 Guidance on the use of sniffer dogs and drug testing in schools) and in liaison with key local partners.

## **Useful Organisations**

### **Addaction**

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](http://www.addaction.org.uk)

### **ADFAM**

Offers information to families of drug and alcohol users, the website has a database of local family support services.

Tel: 020 3817 9410

Email: [admin@adfam.org.uk](mailto:admin@adfam.org.uk)

Website: [www.adfam.org.uk](http://www.adfam.org.uk)

### **Alcohol Concern**

Works to reduce the incidence and cost of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems.

Tel: 020 3907 8480

Email: [contact@alcoholconcern.org.uk](mailto:contact@alcoholconcern.org.uk)

Website: [www.alcoholconcern.org.uk](http://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 7404 0242

Email: [enquiries@ash.org.uk](mailto:enquiries@ash.org.uk)

Website: [www.ash.org.uk](http://www.ash.org.uk)

### **Children's Legal Centre**

Free and confidential legal advice and information service covering all aspects of law and policing affecting children and young people.

Website: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

### **Children's Rights Alliance for England**

A charity working to improve the lives and status of children in England through the fullest implementation of the UN Convention on the Rights of the Child.

Tel: 020 3174 2279

Email: [info@crae.org.uk](mailto:info@crae.org.uk)

Website: [www.crae.org.uk](http://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 7766 9900

Website: [www.drinkaware.co.uk](http://www.drinkaware.co.uk)

## **FRANK**

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: 0300 123 3300

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

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

## **Mentor UK**

Non-government organization 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.

Email: [admin@mentoruk.org](mailto:admin@mentoruk.org)

Website: [www.mentoruk.org.uk](http://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](http://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

Text/WhatsApp 07496 959930

Email: [information@re-solv.org](mailto:information@re-solv.org)

Website: [www.re-solv.org](http://www.re-solv.org)

## **Smokefree**

Website: <http://smokefree.nhs.uk>

## **Youth Offending Teams**

Local Youth Offending Teams are multi-agency teams and are responsibility of the LA, who have a statutory duty to prevent offending by young people under the age of 18.

Website: <https://www.gov.uk/youth-offending-team>

## DECCA Team Policy and Procedures

The team has 2 main remits, education and treatment. If you have educational speakers visiting your schools this is what you can expect from us and what we also request from you.

### **What the School should expect from the DECCA Team Educational Workers**

1. The DECCA Team Education Worker(s) (DTEW) will be on time.
2. The DTEW will have all materials they need for the session or will make staff aware of any requirements well in advance.
3. If there is a need to cancel a session as much notice as is possible will be given. Cancelling at the last minute will be an absolute last resort and will only occur in exceptional circumstances.
4. The DTEW will act in a professional manner at all times and will adhere to this section of the Policy.

### **If there is an allegation/suspicion of a drug related incident in a session then the DTEW will follow this guidance:**

1. If the DTEW hears/is told that a young person is using/in possession of drugs they will be expected to act immediately.
2. They would inform the member of staff identified to work with them.
3. They will never take action alone. This can be important if any allegations are made in the future. A member of staff will then take over, following their organisations Drug Related Incident Policy.

### **If a young person discloses something about drugs in a group session then the team will follow this guidance:**

In a DTEW session a young person may say that he/she or someone they know is using or has been using drugs. This can be problematic but a number of approaches can be used:

1. Ground rules will be set before the lesson starts. This will cover areas such as correct names for drugs and no "street" terms unless otherwise agreed. No one is expected to answer personal questions and no personal remarks are made.
2. These ground rules may need to be revisited regularly to ensure they are upheld.
3. The DTEW will tell the group at the start of the session that if any of them has concerns about their own drug use or that of someone they know they can speak to them at the end of the session.
4. It may be relevant to use the young person's experiences to add a down to earth dimension to the session. This would depend on how confident the worker(s) felt about getting a positive response and not glamourising and promoting the idea of drug use. The worker(s) will, however, dispel any elements of fiction that person may be saying and challenge anything that is untrue. This will always be done in the third person.
5. Factual information will be used when challenging.
6. If there were a concern about a young person the DTEW would raise this with the identified member of staff. It may then be appropriate for the worker(s) to arrange to speak to the young person at the end of the session.

7. The DTEW will record details of the incident in case this information is needed at a later stage.
8. If a disclosure is made during the session the DTEW will make the identified worker aware at the end of the session. Further support will be offered to that young person from the DECCA team. The involvement of the child protection officer may also be required.
9. If a disclosure about drugs is overheard on the premises by anyone the DTEW would inform an appropriate member of staff as soon as was practically possible.

### **Confidentiality**

- The DTEW will work within the Confidentiality Policy of the School they are working with. If there were none in place then the LEA Policy will be followed.

### **What the DECCA Team Educational Workers expect from a School**

#### **For a group education session**

1. The DTEW should only be expected to talk about drugs and no other topic unless agreed in advance.
2. The DTEW will not deliver an educational session with a group without the supervision of an identified worker from the School they are working with.
3. If supervision is not available the session will not take place.
4. The identified person must supervise the DTEW at all times. Under no circumstances should the DTEW be left unsupervised with a group.
5. The room must be appropriate for the session. The session will not take place if the room is unsuitable.
6. The DTEW will make staff aware of any other requirements they have well in advance.
7. Ideally any School worked with will have a Drug Policy in place.

#### **For an educational session to an individual**

- The exact working arrangements of the session would be discussed beforehand between the DTEW and School.

**There may be a need for a student to receive treatment for a specific drug issue. It may be felt that School is the most appropriate, or only place they can be seen. The following is information in that event:**

#### **What the DECCA Treatment Workers expect from a School**

1. As much information as is possible at time of referral.
2. If meeting the young person at a partner agency, a quiet place to meet.
3. To respect confidentiality of the young person.
4. To report any significant changes in the young persons circumstances / behaviour.

### **What the School should expect from the DECCA Treatment Workers**

1. An appointment offered for the young person within 15 working days of the referral.
2. To support the young person in achieving their goal in terms of their drug use.
3. Regular structured counselling and medical treatment if needed for the young person referred.
4. Worker to be on time and equipped with relevant material.
5. To let partner agency know if YP keeping appointments or not.
6. To let partner agency know if YP is in or likely to be in any significant harm.

### **What the DECCA Treatment Workers expect from a Client**

1. Attendance of arranged appointments
2. Punctuality
3. Non-violent (both physically and verbally) and non-threatening behaviour

### **What a Client should expect from the DECCA Treatment Workers**

1. If an appointment is made for a client to attend an appointment then this should be confirmed in writing. A map of the appointment venue should also be included.
2. To confirm an appointment in writing.
3. To let YP know if a worker is unable to attend an appointment or needs to rearrange an appointment.
4. To adhere to the Confidentiality Policy.
5. To be supported to achieve goal in terms of their drug use.
6. If any other issues arise e.g. accommodation problems, to make referrals to relevant organisations.

# Drug Incident Pathway

