

Document name	Drug Education and Responding to Drug and Alcohol Related Incidents
Document owner	Derbyshire Drug and Alcohol Action Team
Authors	A Hill Drug Education Consultant
Date approved	July 2020 reviewed April 2022
Current document	Version 5
Review date	April 2024

Drug and Alcohol (Substance) Education and Responding to Drug and Alcohol (Substance) Related Incidents

July 2020 reviewed April 2022

PURPOSE AND SCOPE

All schools in Derbyshire should set out their approach to drug and alcohol education, and how as a school they will respond to an incident or a related incident. The expectation in Derbyshire is that secondary schools have a policy and should set out how they will respond to drug and alcohol related incidents. This document provides schools with guidance that can be adopted flexibly as;

- A standalone document
- An update to your existing policy
- Or used as the basis of the development of a policy relevant for your school

The following guidance is not designed to suggest a *fixed* solution but aims to provide a *realistic* approach for schools to effectively educate and manage drug or alcohol related incidents.

School as stated in this guidance means primary /secondary school /special / college/ Support Centres and alternative provision.

A child as stated in this guidance is a child up until 18 years.

The guidance has three sections and an appendix:

- 1) The Context and whole school approach;
- 2) Drug Education;
- 3) Responding and managing drug and drug related incidents

Appendix

This guidance has been developed in partnership with Derby City and Derbyshire Safeguarding Childrens Partnership, Derbyshire Constabulary, The Behaviour Support Service and CGL 'Derbyshire Young People's Drug and Alcohol Service'. Secondary Headteachers from across Derbyshire and a wide range of partners have been consulted in the development of this guidance.

The guidance is also strengthened by several pieces of national protocols guidance:

- Drug: advice for schools <https://www.gov.uk/government/publications/drugs-advice-for-schools>;
- Keeping Children Safe in Education – statutory guidance for schools and colleges [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping children safe in education 2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping%20children%20safe%20in%20education%202019.pdf);
- Search and confiscation <https://www.gov.uk/government/publications/searching-screening-and-confiscation>;
- Relationship and Sexual Health Education and Health Education <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>;
- When to call the police – Guidance for schools and colleges <https://www.nppc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Links to School Policies

This policy should be read in conjunction with the following policies:-

- Safeguarding and Child Protection Policy;
- Behaviour/Disciplinary Policy;
- Anti- Bullying Policy;
- Medicines Policy and Risk Management.

The wider Community

It is important to remember most students in Derbyshire will NOT use drugs and that the challenges that schools face are due to drug and alcohol issues that are found in the communities their students are growing up in.

To combat the drug related gossip, rumours and myths that circulate, Derbyshire has established a **Drug Alert Group** for professionals across Derbyshire. The Drug Alert Group provides a two way process in which schools via their Designated Safeguarding Lead can pass on new drug names, alleged trends, emerging drug use etc and receive alerts that clarify facts, dispel myths and challenge ‘fake news’.

The Drug Alert contact for the DSL in schools is mick.decarteret@cgl.org.uk

Definition

Stretton Handley CE (VC) Primary agree to adopt the DFE definition of the term drug as shown below

DfE Definition of the term ‘Drug’:

Drug includes; illegal substances (e.g. amphetamines, ecstasy, synthetic cannabinoids, cocaine), alcohol, tobacco, medicines, volatile substances (e.g. aerosols, solvents, petrol).

Schools need to be consistent when talking to pupils about drugs and its definition and apply the definition when in understanding whether a drug has been taken.

19/10/2020

Controlled upon completion

SECTION ONE – THE CONTEXT AND A WHOLE SCHOOL APPROACH

The whole-school approach is essential, because young people learn from their experiences and observations, as well as from what is specifically taught in the classroom. Drug and Alcohol Education is best coordinated, planned and delivered as an integrated programme that is provided across the curriculum in all subject areas, with the main emphasis on discrete PSHE lessons. The school response to incidents, conversation and attitudes from across the whole school community should reflect the school ethos.



Derbyshire supports the Coriell Drug and Alcohol Education Award for Derbyshire Secondary schools. The whole school approach underpins the award, therefore as well as **identifying the need and monitoring the impact** of the drug and alcohol **curriculum in teaching and learning**, the **leadership and management team** will ensure that:

- Teaching and learning is set within a comprehensive **ethos & environment** including an up to date Drug and Alcohol Education and Incident Management Policy that is fit for purpose
- The **Pupil's Voice** is encouraged, listened to and acted upon
- There is a commitment to **staff development and wellbeing**
- The school is **working** with partners, including **parents/carers** to provide the best possible experience of drug and alcohol education
- Vulnerable students are identified and can access **Targeted Support**.

Staff support and training

To embed a whole school approach to drug and alcohol education and ensure the school response to drug or alcohol related incidents is effective and efficient, it is important that all members of the whole school community can access, relevant, up-to-date training as part of their Continued Professional Development.

Vulnerable Students

Some students are more vulnerable to drug use and other social problems. As part of the whole school approach schools should reflect how it supports the following groups of young people who are identified through the latest findings as the groups of children 'at risk' of substance misuse:

- Children in Care;
- Children excluded from School;
- Child Criminal Exploitation;
- Child Sexual Exploitation;
- Children missing from school on a regular basis;
- Children involved in the Youth Justice System for Anti-Social Behaviour;
- Children that have a learning disability or developmental delay;
- Children that have a family member known to misuse substances;
- Children that are homeless.

Derbyshire School Net has information on children at risk of exploitation which includes information on child sexual exploitation, trafficking and countylines that will help schools, click here for more information <https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/emerging-school-safeguarding-themes/children-at-risk-of-exploitation.aspx>

CGL have been commissioned by Derbyshire to provide a service specifically designed to help students who are vulnerable to drug or alcohol misuse. To explore this further please contact Mick.decarteret@cgl.org.uk

Space 4 U is also commissioned by Derbyshire to support children and young people affected by other people's drug or alcohol misuse. To find out more please contact email emma.kemp@actionforchildren.org.uk

The role of parents and carers

Parents/carers are an important member of the whole school community and have the biggest impact on preventing children and young people becoming involved in problematic drug and alcohol use.

Protective factors such as; growing up where there are strong family bonds; where families have clear family rules; strong parental monitoring and open discussions all support students to make healthier life choices.

Schools can play a role in encouraging communication through teaching and learning, raising awareness in pupils about drugs and alcohol and involving parents as part of their whole school approach.

Parents and carers are also key to enabling young people transfer their school experience of drug and alcohol education into the world they are growing up in. The school should encourage parents and carers to engage with their child's drug education wherever possible.

There are parents who use drugs and alcohol and this may impact on the child's health, safety and wellbeing. Schools need to be familiar with the Derby City and Derbyshire Safeguarding Childrens procedures and the relevant section on parents misusing substances. Schools need to use their local procedures if the substance misuse is impacting on the child and is placing the child at risk of significant harm:

<https://derbyshirescbs.proceduresonline.com/index.htm>

If a parent/carer is under the influence of drugs or alcohol on the school premises the school should ask them to leave. The school can contact the police if the situation becomes difficult to manage.

If a parent/carer comes to collect a child and it is believed they are under the influence of drugs or alcohol, the Principal/Headteacher and DSL should be notified. The safety of the child should be assessed. In situations where the child may be at risk of harm and the school is not able to prevent the child leaving with the parent/carer, they should contact the police. If the school believe parental substance misuse is putting the child is at risk of significant harm the school must follow local Safeguarding Procedures.

Schools can refer children and young people affected by someone else's drug or alcohol use to Space 4 U, the service Derbyshire has commission to support children and young people aged 5-18. Space.4u2@actionforchildren.org.uk or Telephone 01246 277 422

SECTION TWO – DRUG and ALCOHOL EDUCATION

The Coriell Drug and Alcohol Education Award for Derbyshire Secondary schools is underpinned in evidence based best practice. It allows each school to develop a bespoke education programme that fits in with their individual timetable whether it is in PSHE or across subjects in the curriculum.

The schools develop lessons in response to not only national recommendations but local data.

Please contact alison.hill3@derbyshire.gov.uk for further details.

The following table provides a clear outline of what the evidence highlights as effective drug and alcohol education:

What works / Factors for success in drug and alcohol education	What does not work in drug and alcohol education
Whole school approach	Scare tactics
Consistent, long term implementation	Fear based approaches
Increase, pro social behaviour among young children	The use of former substance users or people in recovery, where the individual's life story is the intervention
Interactive learning	Knowledge or information only approaches that do not explore the social context of the substance use or incorporate life skills in their models
Peer to peer learning	Marketing and awareness campaigns aimed at population level when not accompanied by other approaches
Approaches that help young people develop problem solving skills for difficult or emotionally charged situations	Recreational and diversionary approaches such as theatre/drama and sports
Addressing anxiety, hopelessness, impulsivity, sensation seeking	Partial implementation of substance prevention programmes
Goes beyond the school gates and engages with pupils' families and communities	Mentoring programmes that mix groups with different levels of vulnerability

Leading experts agree that some approaches are not only ineffective but can be harmful
 “Young people deserve to receive evidence based support that is likely to be effective, and not to be exposed to prevention approach’s that i) do not equip them with the skills to address risk; ii) may lead to behaviours (i.e. increase substance use) which may potentially expose them to direct and indirect harm such as contact with the criminal justice system”
 [1] The college of Policing also provides supporting information of the negative impact of “scare straight” type programmes [2]

References - [1] <https://mentoruk.org.uk/wp-content/uploads/sites/3/2017/07/drug-prevention-final.pdf>
 [2] <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2019/02/CCO-Gangs.PDF>

Role of External Contributors / Speakers

The use of external contributors or speakers can be a valuable tool in enriching the school drug and alcohol education programme but shouldn't replace a comprehensive programme. There are recognised national organisations, but you need to carefully consider using these and any local groups or individuals offering to support your school in drug and alcohol education. The school should ensure the contribution being delivered by an external speaker/visitor:

- Is consistent with the school drug and alcohol education programme;
- Builds on student learning;
- Reflects the school policy;
- Assesses students;
- Evaluates the impact;
- Signposts to relevant services;
- Allows students to reflect on learning;
- Provides teachers with the skills and information to follow up and extend the learning

It is a school's duty to ensure they have safe adults in their school and the necessary checks have been undertaken and supervision relevant to their role (regulated activity) Schools should have a separate policy covering this issue and make reference to in any policy.

SECTION THREE – RESPONDING AND MANAGING INCIDENTS

There are complex challenges involved in responding to a drug related incident in a school, as there are often a number of variables involved, such as the type of drug used, the levels ranging from a one off episode, dependency or supplying drugs to others.

If a pupil/student is suspected of being under the influence of drugs or alcohol on school premises, the school must firstly prioritise the safety of the child and those around them. If necessary, the situation should be dealt with as a medical emergency, administering First Aid and summoning appropriate support, and in some cases an ambulance may need to be called. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt to be ‘at risk’, schools should use the local safeguarding procedures Local agreement has been made between Derbyshire Constabulary and other local partners in providing schools with the following guidance to enable them to respond to drug related incidents with confidence.

The National Police Chiefs Council (NPCC) have produced ‘When to Call the Police – Guidance for schools and colleges’. The document offers advice for headteachers, senior leadership teams and designated safeguarding leads (DSLs). As well as covering drug related incidents the document covers: Assault, Criminal damage, Cybercrime, Drugs, Harassment, Sexual offences, Theft and Weapon

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

The role of the Headteacher/Lead DSL

If a drug related incident occurs the headteacher/lead DSL will undertake an initial inquiry. The National Institute for Clinical Excellence offers the following guidance when talking to the child:

- what was taken;
- how often;
- and in what context.

To enable the headteacher/principal/DSL to make enquiries around an incident they may wish to consider the following:

- How has the pupil come into possession of the substance?
- From whom?
- How long have they been using the substance?
- What do they believe the drug to be?
- What support does the pupil or family need from school and/or local agencies?
- Is the pupil willing to cooperate and work with the investigation?

When conducting an enquiry, the Headteacher/SLT/DSL will find the Childrens Society, Victim Support and National Police Chiefs Council Guidance entitled '**Appropriate Language: Child sexual and/or criminal Exploitation Guidance for Professionals'** a valuable guide'. It suggests the document should be used by professionals when discussing the exploitation of children and young people, including responding to drug related incidents in school.

"The document can be read at the beginning of strategy meetings, multi-agency meetings, or other settings where professionals might be discussing children and young people who are at risk of exploitation. It is imperative that appropriate terminology is used when discussing children and young people who have been exploited or are at risk of exploitation. Language implying that the child or young person is complicit in any way, or responsible for the crimes that have happened or may happen to them, must be avoided. Language should reflect the presence of coercion and the lack of control young people have in abusive or exploitative situations and must recognise the severity of the impact exploitation has on the child or young person. Victim-blaming language may reinforce messages from perpetrators around shame and guilt. This in turn may prevent the child or young person from disclosing their abuse, through fear of being blamed by professionals. When victim-blaming language is used amongst professionals, there is a risk of normalising and minimising the child's experience, resulting in a lack of appropriate response"

For example, the terms such as drug running – he/she is drug running, recruit/run/work or he/she is choosing this lifestyle implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.

Management of drugs at school and on school trips

Schools may wish to define the school boundaries as including when students are on school trips or visits, therefore ensuring the same response to all incidents no matter where they occur.

Parents should be given a clear understanding on dealing with drug paraphernalia and suspected illegal and unauthorised drugs, how to store, and safely dispose.

The role of parent or carers

The headteacher should consider informing the parents/carers to keep them informed, involved and supported throughout the process. Where the school suspects that to do so might put the child's safety at risk, or there are other concerns, the schools local safeguarding procedures will be followed.

Taking temporary possession of suspected illegal drugs

If the headteacher/principal/DSL is taking temporary possession of a suspected controlled drug or a substance they believe to be harmful they are advised to:

- Adhere to Health and Safety guidelines in all cases
- Ensure a witness (a member of staff) is present through out
- Seal the substance in a plastic bag with the date and time of the seizure with the names of those present
- Store in a secure storage such as safe or a lockable container with access limited to senior members of staff
- Contact the police for collection. Whilst disposal or destruction by the school staff is legal it should always be policy to hand the items to the police to ensure correct identification.
- Involve the parents/carers unless this would put the pupil at risk or there are concerns that to do so would not be in the best interest of the young person.

The school should clearly record all decisions, counter signed by the headteacher/principal and dated.

The police are committed to making every effort to collecting the drugs within 24 hours however this may not always be possible, schools should store any substances in a locked cupboard/safe within a secure room.

Arresting a pupil on school premises

There is local agreement in Derbyshire that the police will only consider arresting a pupil/student in school for serious offences and wherever possible will work in liaison with school staff. Whilst the police have the powers to arrest young people committing offences on the school premises this will be a last resort. It is recognised by all partners that the school must whenever possible, remain a safe place for pupils to learn and achieve. The potential impact on the whole school of an onsite arrest can affect hundreds of pupils, raise the anxieties of parents/carers and members of the wider community the school serves, therefore whenever possible arrests of pupils on school premises will be avoided.

Drugs operation conducted in schools

In the extremely unlikely event were a drug operation is being considered the school must treat this as a significant incident and refer to the Derby City and Derbyshire Safeguarding Children Partnership 'Critical Incident Management Protocol, 2020'.

No operation should be conducted without the authority of the operations Chief Inspector of the Division who must have consulted with the Public Protection Unit.

There should be planning and a coordinated response. The school must consider the wider implications and the needs of pupils directly and indirectly involved in the activity.

Any police operation within a school is also likely to attract huge press interest and will affect all pupils. The school will also need to consider the potential needs of parents/carers and siblings and how much information is shared.

Pupils need to be supported, given information and to access the county Drug and Alcohol Treatment Services, CGL.

All schools should notify Derbyshire County Councils Media Desk. A local authority school should contact Derbyshire County Council legal services for support in communications and risk management and if a school is part of an academy trust the school needs to consult with the trust.

Using drug sniffer dogs in school

The National Police Chief Council (NPCC) recommends that drug dogs and drug testing should not be used for searches where there is no evidence for the presence of drugs on school premises. Schools considering the use of sniffer dogs for either educational demonstration purposes or as a detection activity should very carefully consider whether such action:

- is consistent with pastoral responsibilities of the school to create a supportive environment;
- is culturally sensitive, for example, dogs are considered unclean in Muslim and Buddhist cultures;

- will lead to labelling and be damaging to pupils most in need;
- will result in appropriate support for pupils most in need;
- is feasible and an effective use of school resources and those of the police, where involved.

Involvement of sniffer dogs as an educational demonstration should never be used surreptitiously as a detection exercise. If sniffer dogs are to be used for demonstration or educational purposes, schools will need to have procedures in place. They also should have agreed in advance with the police what will happen should the sniffer dog indicate a trace on a pupil, member of staff or visitor to the school.

Searches

Searching can be a useful tool in risk management of an individual pupil where there is suspicion of or an actual incident of drug use or supply Schools can undertake searches under certain circumstances and schools should adhere to the latest DfE guidelines: Search, Screening and confiscation, 2018 <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

'When to Call the Police – Guidance for schools and colleges'

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Responses

Schools should look at each case individually and respond proportionately in response to the findings of an enquiry of drug taking, supply and/or distribution. The police, CGL and other agencies who may be already involved will be able to help provide guidance to the school. The school will need to consider a range of responses, and this should be made clear in the school behavioural management /disciplinary policy.

Students involved in drug use and/or dealing drugs are often being exploited and are incredibly vulnerable. To ensure the safety of all children schools should always consider using the CRE Tool Kit to gain a clear insight into potential exploration. Exclusion should be the last resort and only applied where justified.

When considering their response, the school should also consider:

- Counselling;
- Behaviour support;
- CGL drug/alcohol programmes;
- Pastoral support;
- CRE Tool Kit;
- Targeted prevention.

Recording

At all stages of responding to a drug or alcohol related incident the Headteacher/DSL and all staff involved should clearly record all decisions, actions and outcomes. The records should be counter signed by the Headteacher and dated. These records should be treated as a Child Protection Record and stored securely on the child's Safeguarding Welfare File.

Alcohol

Alcohol should be a banned or prohibited item on the school premises and destroyed, poured away, if seized by the school. This should be witnessed by a second member of staff and clearly recorded using the school incident management procedures.

Schools should consider becoming a 'dry school' ensuring the key messages of healthy life choices are promoted in practice. This is not demonising alcohol but asking the whole school community to recognize the message the school wishes to portray and where alcohol sits in a positive, safe learning environment.

The police will not normally need to be involved in incidents involving alcohol or cigarettes, but schools may wish to inform trading standards or the police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area.

A SUSPECTED/FACTUAL DRUG RELATED INCIDENT

Is the student at risk of significant harm?

Yes

No

Ring 999, follow school safeguarding procedures and refer into Starting Point

Notify the headteacher/SLT/DSL

Report incident to the **police** by ringing 101

To assist, use document, when to call the Police – Guidance for schools and colleges:
<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/when-to-contact-the-police.aspx>

Headteacher/SLT/DSL makes enquiries into the incident (what was taken, how often, in what context and with who?) Schools may wish to consider; how has the pupil come into possession of the substance; from whom; what do they believe the drug to be; what does the pupil and their family need

Complete the Child at Risk of Exploitation (CRE) Tool Kit to assess for risks of criminal exploitation

Refer to the school Behaviour Management and Discipline Policy; Behaviour Support; Counselling; Interagency Programme; Pastoral Support; Targeted Prevention; Early Help

Referral to specialist service

Change Grow Live (CGL) The service supporting for young people who are using drugs or alcohol

01773 303646

Space 4 U – The service supporting for children and young people aged 5 - 18 affected by someone else's drug or alcohol use

01246 277422

Record all actions and outcomes as Welfare Child Protection



Document name	External Contributors/Speakers Guidance
Document owner	Safeguarding Education Sub- Committee
Authors	D. Peacock CPM Schools/Education. Y. Wright DCC Health & Wellbeing Consultant
Date approved	May 2020
Current document	Version 4
Review date	May 2022

External Contributors/Speakers Guidance

May 2020

This is a recommended guidance for primary/ Secondary schools/special/support and alternative provision. It can to be adapted to fit your school/education provision.

The guidance uses:

- The current Keeping Children Safe in Education, Statutory Guidance for Schools/Colleges;
- The Prevent Duty Guidance for England and Wales.

This guidance supports the schools/settings:

- **Child Protection and Safeguarding Policy;**
- Extremism & Radicalisation Policy (non-statutory);
- PSHE/RSE Policy.

Why do we need an External Contributors/speakers policy?

School/educational settings recognise that using external agencies can enrich and support the curriculum and the school ethos. Children and young people often find visitors an informative and interesting element of their learning.

We wish to ensure that delivery by external contributors/speakers is consistent with school policy, curriculum and ethos. It is important that these opportunities are positive ones and are productive for the pupils, staff and the outside agency/visitor and that safeguarding is also taken into account.

Roles and Responsibilities

Schools/educational settings are under a duty to promote community cohesion and must be satisfied that any speakers or contributes, they invite will not undermine that duty.

All schools are subject to requirements to forbid political indoctrination and secure a balanced treatment of political issues. This extends to extra-curricular activities which are provided or organised for registered pupils at the school by or on behalf of the school

(Section 406 and 407 of the Education Act 1996)

Schools/educational settings must also ensure, that in making any decisions about whether to host an external speaker, that they comply with the public sector equality duty (Equality Act 2010) and that they are not discriminating by reference to protected characteristics (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation) <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

External contributors/speakers are visitors as defined by Keeping Children Safe in Education Statutory guidance for schools/colleges. Any visitor to the school/setting who has unsupervised access to children and or who works in the school/setting on a regular basis has to be subject to DBS (Disclosure and Barring Service) checks, and any other checks deemed suitable by the regulations when in unsupervised contact with children.

External contributors/speakers should **not** be left in sole charge of pupils or take groups of pupils/students out and away from a supervisor/staff member/teacher who has the DBS and related checks.

In all instances, whether or not the external contributor is DBS-checked, a staff member/teacher must be present in the classroom or agreed venue for the whole of the visit/event:

- To ensure safeguarding processes are met;
- To maintain responsibility for class discipline;
- To deal with any need for a pupil/student who may need advice/support;
- To ensure aspects of confidentiality dependent upon the activity/event;
- To devise follow-up work to reinforce pupils' learning.

It would not be usual for any external contributor/speaker to require details of the participants and their contacts. If they are requesting information and contacts this will need careful consideration, and as to the purpose and motivation for such a request.

Schools/settings are also requested to consider extremely carefully any unsolicited approaches from individuals or groups offering online websites, resources and programmes. If there are reasons to be specifically concerned about an approach, a school/setting should be contacting the police to report the concerns.

The Derby City and Derbyshire Safeguarding Children Partnership quality assures training providers and publishes a [list](#) (on the derby city website but applicable for Derbyshire too) of trainers and organisations who have demonstrated both their suitability and that they meet standards in the materials delivered.

When involving external contributors, staff will ensure that:

- They are clear about the objectives before deciding who is best able to help achieve them;
- The external contribution is integrated into the school's programme and is supported by staff to enrich and support the visit/event;
- Where possible, pupils are involved in preparatory and follow-up work;
- The content is planned/ known to ensure that it meets the needs of pupils and is consistent with school policy, curriculum and ethos;
- They are aware of appropriate school policies relating to handling sensitive issues and confidentiality, health and safety and any specific policies relating to subject content such as drug education and sex and relationship education.
- The school is fully aware of the external agencies aims and objectives for delivering to the school;
- They are aware of good practice of national and local approaches and support to Personal, Social and Health Education (PSHE);
- It is not appropriate to encourage pupils to reveal any personal information that may incriminate themselves or others or that they wish to remain confidential.
- All external contributors/speakers are aware of their roles, responsibilities and boundaries, i.e. that they work to the professional boundaries of the teacher when taking part in the curriculum.
- The value of the external contribution is assessed through appropriate feedback and evaluation. This information should be shared and used to inform future work.

All staff considering using external contributors/speakers should complete the recommended attached forms and agreements:

- Checklist for schools/Educational settings using external contributors/speakers;
- Checklist for the external contributor/speaker to use and discuss with the organiser;
- Service level Agreement and contract.

The forms and agreements should be submitted to the appropriate member of the Senior Leadership Team prior to the visit. This should also include a discussion with the senior Designated Safeguarding Lead of the school/setting and be approved.

The school/setting may also require an appropriate risk assessment dependent upon the activity/event and retain this for their records.

Management

The guidance should be made known to all staff, volunteers and governors. It should be used in all cases.

The school/setting should keep copies of the activity, the checklists and records used and store these securely with the personnel records held in the school.

The Head Teacher/Principal will report on issues or impact on the school/setting in relation to this activity to the Governing body.

Signed by:

Kevin Flint

Head Teacher/Principal

Signed By:

Margaret Gill

Chair of Governors

Date: 04/04/22

Checklist for schools/Educational settings using external contributors/speakers.

External Contributors Name: _____

Criteria	Notes
Are you aware of the aims and objectives being delivered by the external contributor/speaker?	
Does the external contributor complement and not replace staff/teacher led activities?	
Is the external contributor aware of the relevant school policies e.g. the safeguarding & child protection Policy, Policy on sharing information and confidentiality?	
Are you aware of the external contributors' learning outcomes of the session?	
Is the methodology and content appropriate and to the intended audience?	
Is the language and terminology to be used appropriate and relevant to age, understanding, and takes into account equality & diversity?	
Have group sizes been agreed?	
Are teaching resources provided? If so, can you preview them and are they up to date and appropriate?	
Is there anything the staff member/teacher should tell the external contributor regarding pupils' needs?	
If team teaching is being used, has the session been appropriately planned?	

Have the pupils been appropriately prepared?	
Is follow up work planned and does the learning need to be extended into a further lesson?	
Is pastoral support aware of the planned session?	
Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	
Have you discussed how the visitor is expecting the pupils to engage with them?	
Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
Are there mechanisms for support in place for staff, pupils, and the visitor in the event of problems?	
Is there any technical equipment needed and is it working?	
Does the outside agency require a special room booking?	
Are all the staff and pupils aware of the arrangements?	
Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
Have you checked the visitors' DBS status if appropriate?	
Have you agreed fees, expenses or the cost of resources?	
Have you filled in a service level agreement?	

NOTE: Involving ex-users in drug education, victims of exploitation or de radicalized individuals should be considered very carefully. Without sensitive handling they may arouse interest or describe experiences which young people may find it hard to relate to. If they are to be involved, this

should be because they are skilled in facilitating learning and not simply by virtue of their status as a former user/victim.

Checklist for the external contributor/speaker to use and discuss with the organiser

Criteria	Notes
Be clear about what you are delivering, to whom and for how long, as agreed with the teacher and school.	
Reinforce or introduce ground rules for the session.	
Ensure the material is age appropriate and fits into the broader PSHE curriculum.	
Is the language and terminology to be used appropriate and relevant to age, understanding, and takes into account equality & diversity?	
Ensure a staff member/teacher is present and prepared to actively take part in the session	
Ensure up to date material, resources and data is used.	
Assess through feedback and evaluation from the young people and staff. This information should be shared and used to inform future work	
Be aware of the school values and approaches to PSHE including those covering confidentiality, disclosure and child protection, to ensure that your approach is consistent with that of the school.	
Identify the school contact and who would be the lead for any follow up work.	
Ensure a teacher is available to offer support if required.	
Ensure DBS is up to date if needed and have identification.	

Service Level Agreement and Contract

Completed by.....for the school

Designation.....

Date.....

Completed by.....for the external contributor/speaker

Designation.....

Date.....

Approved by.....

Designation.....in school management

Date.....

_____ and _____

(Name of School)

(Name of external contributor/speaker)

Number of sessions planned: (please include date/s and duration of session/s)

The aims and objectives of the session:

The session is for: (school year, parents/carers)

The role of the school: (preparatory and follow up sessions etc)

Technical equipment and room requirements (size of room, layout):

Breakdown of costs: (travel expenses, resources)
All issues raised by checklist agreed: (please tick relevant box)
Yes <input type="checkbox"/> No <input type="checkbox"/>
Any other details:

Review of session

Name _____ Signed _____

Designation _____ Date _____

Appendix 4b) A tool for the school to audit their drug and alcohol education and incident management policy

A tool for the school to audit their drug and alcohol education and incident management policy		
Name of School		Date
1	Development process	
1.1	State the date of approval and adoption, and the date for the next major review.	
1.2	Describe the development process and how the whole school community was involved.	
1.3	Insert the signatures of the headteacher, a governor, key personnel (and pupil representative if appropriate)	
2	Location and dissemination	
2.1	Outline the dissemination plans and where a reference copy of the policy can reliably be found. Parts of the policy may be replicated or referred to in other school publications.	
3	The context of the policy and its relationship to other policies	
3.1	Outline the links with other written policies on, for example, the school mission/ethos statement, behaviour, health and safety, medicines, confidentiality, pastoral support, healthy schools, school visits and safeguarding.	
4	Local and national references	
4.1	Specify useful national and local documents, for example, this and other government advice, local authority information and local healthy schools or similar documentation on which the policy has drawn.	
5	The purpose of the policy	
5.1	Identify the functions of the policy, showing how it reflects the whole school ethos and the whole school approach to health.	
6	State where and to whom the policy applies	
6.1	For example, all staff, pupils, parents/carers, governors and partner agencies working with schools.	
6.2	Specify the school's boundaries and jurisdiction of the policy's provisions.	
6.3	Clarify how the policy applies to pupils educated in part within further education or other provision.	

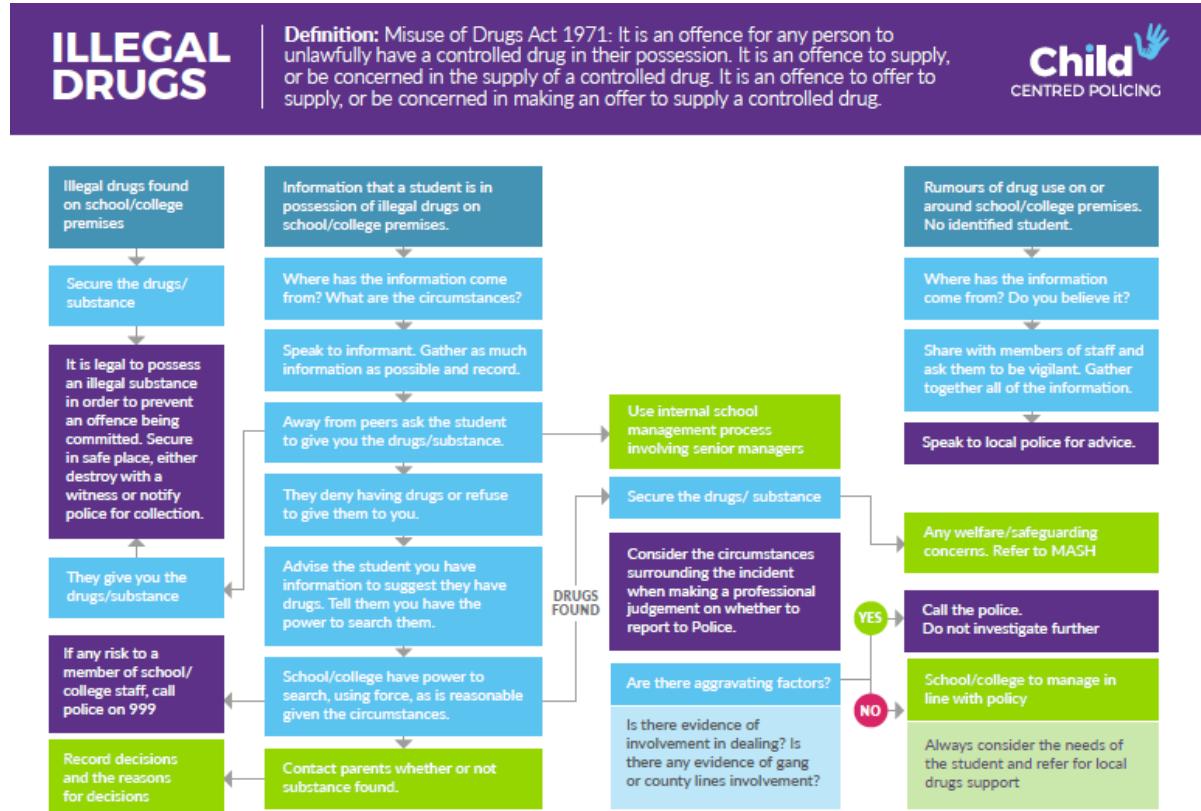
7	Definitions and terminology	
7.1	Define the term 'drugs' and clarify the meanings of other key terms. The definition should include reference to medicines, volatile substances, alcohol, tobacco, illegal drugs, new psychoactive substances and other unauthorised substances.	
8	The school's stance towards drugs, health and the needs of pupils	
8.1	Include a clear statement that illegal and other unauthorised drugs are not acceptable within the boundaries identified within the policy.	
8.2	Outline school rules with regard to authorised drugs and make links to the school policy on medicines.	
8.3	Explain that the first concern in managing drugs is the health and safety of the school's community and meeting the pastoral needs of pupils.	
9	Staff with key responsibility for drugs	
9.1	Specify the named members of staff who will oversee and coordinate drug issues and their key roles and responsibilities. Headteachers may also wish to record those members of staff with the authority to search pupils, although there is no legal requirement to keep such a record.	
10	Staff support and training	
10.1	Outline induction and drug awareness training arrangements for all staff working at the school and relevant governors.	
10.2	Outline specific continuing professional development opportunities for drug education teachers and how this will be cascaded.	
11	Management of drugs at school and on school trips	
11.1	Describe the policy on dealing with drug paraphernalia and suspected illegal and unauthorised drugs.	
11.2	Outline storage, disposal and safety guidance for staff.	
11.3	Make explicit the school's policy on searches, including personal searches and searches of school and pupils' property.	
11.4	Outline strategies for thorough investigation of events and personal circumstances. Outline strategies for responding to any incidents involving illegal and other unauthorised drugs, including initiating screening, a common	

11.5	assessment framework and the range of options for responding to the identified needs of those involved. Outline procedures for managing parents/carers under the influence of drugs on school premises.	
12	Police involvement 12.1 Outline the agreed criteria for if and when police should be informed, consulted or actively involved in an incident, and what action is expected if police involvement is requested. 12.2 Include name and contact details for the school's liaison officer.	
13	The needs of pupils 13.1 Outline the mechanisms for addressing the wider support needs of pupils and how pupils are made aware of the various internal and external support structures.	
14	Working with external agencies 14.1 Outline the relationship with local partner agencies and the roles negotiated with them for supporting pupils and their families and agreed protocols for referral. 14.2 List local services and national helplines/websites.	
15	Information sharing 15.1 Specify the school's approach to sharing information and how it will secure pupils' and, where necessary, parent/carers' agreement for this. 15.2 Specify the school's approach to ensuring that sensitive information is only disclosed internally or externally with careful attention to pupils' rights and needs. 15.3 Outline local safeguarding to be followed if a pupil's safety is considered under threat, including incidences of parental drug or alcohol misuse (or make links to relevant school policy).	
16	Involvement of parents/carers 16.1 Include the policy for informing and involving parents/carers about incidents involving illegal and other unauthorised drugs. 16.2 Outline the school's approach to encouraging parental involvement in developing and reviewing the policy and in their child's drug education.	

17	The role of governors	
17.1	<p>State the arrangements for ensuring that governors are well informed on drugs issues.</p> <p>Outline the role of governors (or a designated governor if appointed) in policy development and overseeing the drug education programme, and contributing to any case conferences called, or appeals against exclusions.</p>	
18	Liaison with other schools	
18.1	Explain where schools are working together, for example: the drug education curriculum, the management of incidents, training opportunities and transitions between schools.	
19	Liaison with other agencies	
19.1	State negotiated and agreed procedures for collaborating with local agencies that can offer targeted and specialist support to pupils needing either.	
20	Staff conduct and drugs	
20.1	State the arrangements for ensuring that staff are aware of their responsibilities in relation to drinking and other drug use in school hours and on school trips.	
Whole school Approach (Consulted/ understands)	Students Parents SMT Governors Teachers TAs Midday Supervisors Site staff Partners (school nurse, police etc)	
Signature	Designation	Date

Appendix: 4c) Police and Schools

Taken from 'When to Call the Police – Guidance for schools and colleges'



<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>