



## Oasis Academy Henderson Avenue PSHCE Policy

### **Contextual details**

Oasis Academy Henderson Avenue is an above average sized primary (600+ and increasing in size) serving one of most significantly deprived areas in Scunthorpe with high levels of crime, unemployment, ill-health and unstable family units. Most of the housing is Local Authority, although we also take a small number of families from a neighbouring area of semi-detached, privately-owned housing. A commissioned report identified issues affecting the central town area of Scunthorpe as follows:

- highest unemployment rates, lowest income levels, highest rate of child poverty, a quarter of all families
- headed by a lone parent, 1 in 4 children under 5 dependent on income support, the poorest health,
- lowest rates of life expectancy, highest rates of disease, highest teen conception, etc.

Attainment on entry is well below national average. Issues around developmental and language delay and challenging behaviour continue to impact on the levels of achievement. Increasing numbers of new admissions are identified as having SEN, developmental delay, to be emotionally and socially disadvantaged and are vulnerable children. Most of our EMA children speak mother tongue only on entry.

### **What does this mean in terms of PSHCE Provision in our school?**

**Personal, Social and Emotional Development** – Many of our children require support in emotional and social development in addition to coming from a background where education is not championed as a way of helping them to be successful in life. This leads to issues relating to their independence and aspirations. In order to counter this the school exposes children to people from a diverse range of careers, offers them enterprise opportunities and promotes a focus on independent learning skills in an effort to encourage active learning and a life long thirst for knowledge. In addition vulnerable children are identified and supported by learning mentors and the nurture team.

**Experiences** - Many of our children lack experiences of being regularly taken to places of interest before they start school. This means that we have to provide more first-hand experiences than most other schools.

**Parental involvement and aspirations** – We have to work extremely hard to support our parents in helping their children with learning. We take every opportunity to involve parents in the life of the school ( supporting trips, fairs, open days etc) and offer workshops to equip parents to support their children with reading and numeracy at home.

**Teaching PSHE** – The delivery of PSHE across the school is currently undergoing a change of emphasis from direct teaching of a PSHE programme to integration as a whole school ethos.

Many of our children come from a background where education is not championed as a way of helping them to be successful in life. This leads to issues relating to their independence and aspirations. In order to counter this the school exposes children to people from a diverse range of careers, offers them enterprise opportunities and promotes a focus on independent learning skills in an effort to encourage active learning and a life long thirst for knowledge. The school focus on celebrating strengths reinforces the role of the children as a citizen both in school and within the community; while the Investors in Pupils and Empowering Learning initiatives both support confidence and responsibility.

Children annually complete a PASS survey which is analysed and provides information relating to vulnerable children who then receive appropriate support from class teachers, learning mentors or the nurture team.

Teaching needs to be of a consistently high standard. Drugs education, SRE and economic wellbeing are key elements of this subject which should be taught by the class teacher as a discreet subject. Other areas of the PSHE curriculum will be covered throughout the year and often as part of everyday school life, special events (Trips/ Eid/Christmas/Anti Bullying week etc) or in other subjects(particularly PE and RE). The school focus on celebrating strengths reinforces the role of the child as a citizen both in school and within the community; while the Investors in Pupils and Empowering Learning initiatives both promote confidence and responsibility. As the school moves towards the teaching of PSHE across all curriculum areas and wider school experiences it is important to ensure that the level of challenge continues to address the issues faced by this community.

Given the context in which the school is situated it is crucial that the quality of provision and teaching of SRE, drugs education and economic wellbeing are outstanding in order to keep children safe, raise aspirations and empower the children to achieve their full potential.

### **Introduction**

Personal, social, health and citizenship education (PSHCE) helps to give the children the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active, responsible citizens.

Pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own learning by taking part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and their community.

### **Audience**

This Policy is for use by all staff, Governors, parents and other interested professional agencies. It has been written in consultation with all teaching staff and written by the PSHCE Coordinator.

### **Aims**

PSHCE should give pupils;

- The knowledge skills and understanding they need to lead confident, healthy, independent lives.
- Information enabling them to become informed, active, responsible citizens.
- Encouragement to take part in a wide range of curricular and extra-curricular activities.
- Encouragement to contribute fully to the life of their school and community.

### **Objectives**

Pupils learn to:

- Recognise their own worth.
- Work well with others.
- Become increasingly responsible for their own learning.

- Keep themselves healthy, safe and well-behaved.
- Reflect on their own experiences and understand how they are developing personally and socially.
- Discuss spiritual, moral, social and cultural issues that are part of growing up.
- Find out about the main political and social institutions that affect their lives.
- Find out about their responsibilities, rights, and duties as individuals and members of communities.
- Understand and respect our common humanity, diversity and differences so as to go on to form the effective, fulfilling relationships essential to life and learning.
- Become self-managers, effective participators, resourceful thinkers, reflective learners, independent enquirers and effective team workers.

### **Organisation**

The Drugs, SRE and Economic Wellbeing aspects of the PSHCE provision are taught in year groups by all teachers. The drugs and economic wellbeing aspects are planned for at long, medium and short term levels using the Cambridgeshire PSHE Programme which delivers a spirally developed programme enabling the school to fulfil its legal requirements. The SRE unit begins in Year 2 and is taught using the Living and Growing Programme

( see separate Policies for further details of SRE and Drugs)

The school places a strong emphasis on the Celebrating Strengths resources which are used across the age range linked to assemblies and reward systems. In addition the school has received an Investors in Pupils award for our work on embedding key learning skills which equip children to become life long learners who contribute fully to society. Circle times are also used to address issues as they arise and staff have been trained to use restorative justice techniques to enable pupils to be involved in the resolution of more specific issues. Themed weeks and days also promote anti-bullying, diversity and economic wellbeing.

### **Assessment, Recording and Reporting**

Assessment is through on-going teacher assessment and is reported to parents annually in a formal written format, and at least two opportunities a year are available for verbal consultation through parents' evenings.

### **SEN and Differentiation**

The content of the PSHCE curriculum is the entitlement of every child. Differentiation is identified and planned for at short term level and by additional support for individual children.

### **Gifted and Talented**

It is our responsibility to ensure that all children are challenged and their abilities nurtured. Challenge can be provided in a variety of ways, such as varying the complexity of the subject matter or changing the learning styles used.

## **Inclusion**

In planning and teaching PSHCE we have due regard for the following principals:

- The setting of suitable learning challenges in achieving Learning Outcomes.
- The response to children's diverse learning styles.
- The overcoming of potential barriers to learning and assessment for individuals and groups of children. (DfEE 2000)

## **Equal Opportunities**

Staff will ensure through observation and recording that all children have equal access to activities and resources, and that progression is planned for and differentiated irrespective of gender, ethnic or social background.

Each child should also have equal opportunity to have their work displayed showing achievement at their own level.

## **Resources and Accommodation**

Each class teacher has access to the main Cambridgeshire PSHE Programme via the VLE and also Year group files which contains the LTP and MTP. Staff also have access to the Living and Growing Programme, a range of books and other resources to support their teaching.

## **Curriculum and Professional Development**

The coordinator will keep up to date with current requirements. Staff training will take place as required or if identified in the School Development Plan.

## **Cross-curricular Skills and Themes**

It is recognised that the requirements of PSHCE education are intrinsic across the whole curriculum with specific links to :

English - speaking and listening

PE – Healthy Life styles

Science – Healthy Lifestyles, Life Cycles and growing,

RE - ethnic, cultural and moral differences

## **Evaluation and Monitoring**

The PSHCE curriculum will be evaluated against the stated objectives and learning outcomes through:

- Teacher comments
- Children's own evaluations
- Surveys
- Learning Walks

The subject will be monitored through continual assessment of the pupil's progress shown on teachers' STP and work done in children's books, floor books and displays of work.

## **'Every Child Matters'**

PSHCE plays an important role in a child's life at school. It supports them in developing the knowledge, skills and positive attitudes necessary to play a full and active role in the ever-challenging world we live in. It addresses all areas of the 'Every Child Matters' agenda:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution

Achieve economic well-being

## **The Role of the Subject Governor**

The Governor meets with the coordinator and external visitors, to discuss PSHCE provision, including SRE and Drugs Education. This ensures that the statutory responsibilities are met and provides support and advice to the school.

## **Role of the Coordinator**

- To organise and maintain PSHCE resources in the school.
- To advise and coordinate the teaching of PSHCE in the school.
- To offer guidance and support in the planning process.
- To oversee assessment, reporting and recording.
- To keep abreast of current trends and initiatives.
- To attend courses and coordinators meetings.

The co-ordinator works as part of the subject leader group which meets on a monthly basis. This helps to develop skills of leadership, monitoring and feedback. In addition the co-ordinator works closely with the nurture staff and the learning mentors to maintain an up to date overview of issues within the school.

The overall aim is to support teachers in the provision of PSHCE across the curriculum and through wider school opportunities in order that it becomes embedded in the everyday life of the school.

Kay Cliff  
PSHCE Coordinator June 2014  
Date for Review June 2015

## Appendix 1

### Management of Drugs at School

**The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug** providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it. Henderson Avenue Primary School has adopted the guidance for responding to incidents involving drugs. (DfES 2004)

A flow chart is displayed in the staffroom

Incidents will be reported using the standard North Lincs. Proforma.

### Detection

Always seek consent and ensure that a second adult witness is present. If this is refused, 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 pupil refuses and the drug is believed to be illegal and the school wishes to proceed along formal lines, then the police must be called.

**The police can conduct a personal search if they believe a crime has taken place, or to prevent harm to themselves or others following an arrest.**

Searches of school property- staff may search the pupils' drawer if they believe drugs to be stored there. **Prior consent 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 searches were positive or negative, must contact parents/carers.

### **Responding to Drug Incidents**

Drug incidents may include:

- Drugs or associated paraphernalia are 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)
- 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 are advised to cease detailed questioning and leave this to the latter.**

### **A Range of Responses**

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. (DfES-Drugs: Guidance for Schools section 5.4.1)
- Referral (section 5.4.2)
- Counselling (section 5.4.3)
- Behaviour support plans (section 5.4.4)

- Inter-agency programmes (section 5.4.5)
- Fixed period exclusion (section 5.4.6)
- Pastoral support programmes (section 5.4.7)
- A managed move (section 5.4.8)
- Permanent exclusion (section 5.4.9)

(See appendix 4 for important external agencies who can offer help and support)

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 the parent/carer's behaviour.

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

### **Staff conduct and drugs**

Restriction of drink and any other drug use in school hours and on school trips.

The school has the Roy Castle Gold Good Air Award for non-smoking and will try to continue to maintain this.

If any staff reveal a drug problem, the school will be fully supportive of their needs.

### **The role of the police**

#### Legal drugs

The police will not normally be 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 the wider community. **The police should, however, be involved with the disposal of suspected illegal drugs.**

School Contact PSCO Michael Gains [Michael.Gains@humberside.pnn.police.uk](mailto:Michael.Gains@humberside.pnn.police.uk)



## **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 (FRANK, NHS Smoking Help-line and Drink-line), youth and community services and drug/health services may be accessed through staff. The drug education in school 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.

Referral:

**Please use Record of Incident form and send to 2Jane Warden- see appendices for form and contact details**

**First contact to request support is**

Possible agencies include:

- The LEA, for example, the Inclusion team (Jane Warden 07717587937)
- The Connexions Service
- The school health team
- The Youth and Community Service
- Youth Offending Team
- Agencies providing specialist help, for example, young people's drug services, family support and child protection teams.

**School Community Police Officer Crosby and Park PSCO Michael Gains**

[Michael.Gains@humberside.pnn.police.uk](mailto:Michael.Gains@humberside.pnn.police.uk)

- **0845 60 60 222**

## **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 handbook, via drug awareness events.
- **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 parents/carers**, unless this would jeopardise the pupil's safety.
- **Encouragement to support their child's learning at home, for example, through shared- learning activities.** (These have most impact when used as preparation for a forthcoming topic at school)
- **Able to access information and local and national sources of help.**

### **The role of governors**

As part of their general responsibilities for the strategic development of the school, governors have a key role to play in the development of their school's policy on drugs. In accordance with the recommendations of the [National Healthy School Status](#), there is a governor with specific responsibilities relating to the provision of drug education and policy development (Chris Tilley & Tim Hall). They would be called to contribute to any case conferences or appeals against drug-related exclusions. Governor training can be arranged if required.

### **Liaison with other schools**

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

Janette Dewa  
Spring 2012

Date for review Spring 2014

Appendix 2

**External Agencies (Local)**

**North Lincolnshire Police**

Headquarters Tel No. 0845 6060222

**Specialist Health Promotion Service**

Scawby House

Health place

Wrawby Road

Brigg

Tel No 01652 601207 (information leaflets can be obtained)

**School Community Police Officer** - Crosby and Park PSCO Michael Gains

Telephone- 08456060222

[Michael.Gains@humberside.pnn.police.uk](mailto:Michael.Gains@humberside.pnn.police.uk)

**North Lincolnshire County Council**

**Education Inclusion Service**

Jane Warden 07717587937

**School Sports Development Officers**

Sarah Burdett at St Lawrence Academy

**Alcoholics Anonymous in Scunthorpe**

Tel No 01724 270556

<b>DRUGS</b>	<b>SMOKING</b>	<b>ALCOHOL</b>
National drugs help-line 0800 776600 (24 hours)	Quit line 0800 002200	Al-Anon 0171 403 0800 Gives free confidential advice and support to

		people who have to live with someone else's drinking
Drugs in school help-line 0808 8000 800 Information service for parents, teachers and pupils concerned about drugs in schools	NHS help-line 0800 1690196	Drink-line 0500 801802 (24 hour free helpline)
Resolve 01785 817885 Information service on all aspects of solvent abuse		
Adfam 0171 9288900 Gives free confidential advice and support to friends and family of drug users.		

### Useful Web sites

<a href="http://www.wrecked.co.uk">www.wrecked.co.uk</a>	<b>Alcohol Information</b>
<a href="http://www.petepayne.com">www.petepayne.com</a>	<b>General teen health site</b>
<a href="http://askfrank.com">askfrank.com</a> Also 0800 776600	<b>Government website about drugs</b>
<a href="http://www.wiredforhealth">www.wiredforhealth</a>	<b>National Healthy School Standard</b>

## Appendix 3

### **National Healthy School Standard (NHSS) (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 4.....

### **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)

Those marked with **Se** are part of the National Curriculum Science requirement. All others are from Guidance for **PSHE & Citizenship**

## Suggested Learning Outcomes from DfES and QCA

### 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 and C**
- 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 and C**
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. **PSHE and C**
- Which commonly available substances and drugs are legal and illegal, their effects and risks. **PSHE and C**
- 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 and C**
- School rules about health and safety, basic emergency aid procedures and where to get help. **PSHE and C**
- Where individuals, families and groups can get help and support. **PSHE and C**

#### **Skills**

Pupils should be taught:

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society. **PSHE and C**
- 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 and C**
- 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 and C**
- 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 and C**
- To recognise and challenge stereotypes. **PSHE and C**

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

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



## **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 and C**

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

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

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**

**PRIVATE & CONFIDENTIAL**



# RECORD OF INCIDENT INVOLVING UNAUTHORISED SUBSTANCES

- 1 For substance misuse help and advice, telephone – Stewart Sutton, Young Person's Substance Misuse Co-ordinator 01652 656005
- 2 Copy the form
- 3 Send the copy to Jane Warden, Inclusion Support Officer, c/o Hearing Impaired Unit, 46B Newdown Road, Southpark Industrial Estate, Scunthorpe DN17 2TX, or [Jane.Warden@northlincs.gov.uk](mailto:Jane.Warden@northlincs.gov.uk) within 24 hours of the incident. Attach to standard exclusion letter if applicable.
- 4 KEEP the original, storing securely

Date of incident:	<input type="text"/>	Time of incident:	<input type="text"/>
-------------------	----------------------	-------------------	----------------------

Tick to indicate the category:	
Drug or paraphernalia found ON school premises <input type="checkbox"/>	Pupil disclosure of substance use <input type="checkbox"/>
Emergency/intoxication <input type="checkbox"/>	Disclosure of parent/carer substance misuse <input type="checkbox"/>
Pupil in possession of unauthorised substance <input type="checkbox"/>	Parent/carer expresses concern <input type="checkbox"/>
Pupil supplying unauthorised substance on school premises <input type="checkbox"/>	Incident occurring OFF school premises <input type="checkbox"/>

Tobacco <input type="checkbox"/>	Alcohol <input type="checkbox"/>	Volatile substances/ Aerosol <input type="checkbox"/>	Prescribed medication (e.g. tranquillisers, Ritalin, Methadone) <input type="checkbox"/>
----------------------------------	----------------------------------	--	---

Illicit substance – Please describe substance below (appearance, texture, odour) <input type="text"/>	Required medical intervention <input type="checkbox"/>	<input type="checkbox"/> Y / <input type="checkbox"/> N
--	--	---

Name of pupil: <input type="text"/>	<u>SEN</u> <input type="checkbox"/>	<u>Looked After</u> <input type="checkbox"/>	<u>Young Parent</u> <input type="checkbox"/>
--	-------------------------------------	--	--

School: <input type="text"/>	<u>Gender:</u> <input type="checkbox"/> M / <input type="checkbox"/> F	<u>Year Group:</u> <input type="text"/>	<u>Ethnicity:</u> <input type="text"/>
---------------------------------	--	---	--

Drug found/removed? <input type="checkbox"/> Y / <input type="checkbox"/> N	<u>Where found/seized:</u> <input type="text"/>	<u>Disposal arranged with police/parents/other:</u> <input type="text"/>	<u>If police, incident reference number:</u> <input type="text"/>
---	--	---	--

Working with YOT? <input type="checkbox"/> Y / <input type="checkbox"/> N	<input type="text"/>	<input type="text"/>	<input type="text"/>
---	----------------------	----------------------	----------------------

School Contact for referral arrangements <input type="text"/>	<u>Name of parent/carer informed:</u> <input type="text"/>	<u>Date:</u> <u>Time:</u>
--	---	------------------------------

Brief description of incident:

Other action taken (please include any agency involvement)

Details of exclusion Fixed Term: days:  date from:  to:   
(If relevant)  
Internal support:  referral to other agency?

