



Oasis Academy Henderson Avenue Drugs Policy

Policy Statement

At Henderson Avenue we believe that the health and safety of all members of our school family is a priority. Consequently, the school condones neither the use or misuse of drugs (including alcohol and tobacco), nor the illegal supply of such substances.

It is our intention to work to raise self-esteem, help the children to make informed choices about matters which affect the way they live and promote safe, healthy lifestyles.

Introduction

The purpose of our Drug Policy is to:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of pupils and others who use the school
- Clarify the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved (see appendix 1)
- Ensure that the response to incidents involving drugs compliments the overall approach to drug education and the values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the school in contributing to local and national strategies

The policy has been written using the following local and national guidance:

- Drugs: Guidance for Schools (DfES/Healthy Schools, Spring 2004)
- Drugs, Alcohol and Tobacco Education: Curriculum Guidance for Schools at Key Stages 1-4 (QCA 2002)
- National Healthy School Standard
- North Lincs Drug Action Team – Young Peoples Plan (2003/2004)

Audience

This Policy is for use by all staff, governors, parents/carers, and other interested agencies including the LEA/Healthy School Coordinator, school nurses and health professionals who support the work we do in school.

It is to be applied within the school boundaries and also on all:

- Journeys in school time
- Residential trips
- During the school day

Definitions

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

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

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

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

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

- Medicines- some pupils may require medicines that have been prescribed for their medical condition during the school day. (See Medicines Policy) **
- Non-prescribed medicines. (See Medicines Policy)
- Volatile substances- will be stored securely/ management to prevent inappropriate access or use
- Alcohol- is not present on school premises, other than, fund raising events and celebrations. (Christmas Lunch etc) When on site, alcohol is stored in the office, where it can be locked away.
- Tobacco- We are a 'Smoke Free' school.

Aims of Drug Education

Drugs Education provides children with opportunities to:

- Develop their **knowledge, skills, attitudes and understanding** about drugs
- Develop an appreciation of the benefits of a healthy lifestyle, relating this to their own and others actions
- Learn that good drug education is a major component of drug prevention

Objectives

Drug Education is an important aspect of the curriculum for all schools. It should:

- Increase pupils' **knowledge** and understanding and clarify misconceptions about:
 1. The short- and long-term effects and risks of drugs
 2. The rules and laws relating to drugs
 3. The impact of drugs on individuals, families and communities
 4. The prevalence and acceptability of drug use among peers
 5. The complex moral, social and political issues surrounding drugs

- Develop pupils' personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 1. Assessing, avoiding and managing risk
 2. Communicating effectively
 3. Resisting pressures
 4. Finding information, help and advice
 5. Devising problem solving and coping strategies
 6. Developing self-awareness and self-esteem

- Enable pupils to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences

(For learning outcomes, see appendices 2&3)

Organisation

Drug education is taught in year groups by all teachers. It is planned for at long, medium and short term levels. It is delivered through PSHE and Citizenship provision. (See Framework for PSHE and Citizenship at Key Stages 1 and 2 and school PSHCE Policy. See also statutory requirements within National Curriculum Science Orders for Key Stages 1 and 2)

The Drugs aspect of the PSHCE provision is taught in year groups by all teachers. It is 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.

Children from Year 1 to Year 6 follow this programme.

In Year 3 this is added to with a unit of work specifically on alcohol and tobacco awareness. In Year 5 the children take part in a special unit of work about Drug Awareness and the Law relating to drugs. Year 6 are taught about cannabis awareness. The YR6 staff are supported by the community police when looking at this unit of work. The teaching of drugs education in our school is done in a safe, secure and supportive learning environment, often using Circle Time techniques.

Assessment, Recording and Reporting

Assessment is through on-going teacher assessment and is reported to parents annually within the PSHE and Citizenship report. There are two opportunities each year for verbal consultation through parent's evenings.

Progress is recorded using the school's Assessment and Recording of Foundation Subjects. Assessment of elements of drug education that form part of the science curriculum is done in accordance with the requirements of the National Curriculum.

SEN and Differentiation

The content of the drug education 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 the elements of drug education we have due regard for the following:

- The setting of suitable learning challenges
- The response to children's diverse learning styles
- The overcoming of potential barriers to learning and assessment for individuals and groups of children

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 Accomodation

Additional resources are kept in the Resource Base and with the PSHCE coordinator.. Professional Agency visitors are arranged by the coordinator and members of staff involved are notified of visits in good time to plan for.

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

Cross-curricular links exist within drug education. For example links with English through speaking and listening, PE and science through learning about health, and RE through learning about moral issues and cultural diversity.

The Use of Language

Children will be given the opportunity to develop their skills in expressing themselves correctly and appropriately, listening to others, and reading accurately and with understanding.

Evaluating and Monitoring

In order to ensure the quality, relevance and effectiveness of the drug education programme the coordinator will:

- Look at samples of work
- Observe lessons and feedback to staff
- Take account of children's evaluations
- Ensure drug education provision ties in with our Healthy Schools work.
- Respond to changing local needs

Every Child Matters

This policy supports the 'Every Child Matters' agenda. At Henderson Avenue we believe that our children should be aware of the many dangers and hazards they will encounter in their lives and be able to make informed choices as they become independent and active members in society:

1. Be healthy
2. Stay
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

The Role of the 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 are governors with specific responsibilities relating to the provision of drug education and policy development Chris Tilley and 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. *****

The Role of the Coordinator

- To organise and maintain Drug Education Resources in school
- To advise and coordinate the teaching about drugs in 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 training courses and disseminate information

Kay Cliff
PSHCE Coordinator

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. Oasis Academy Henderson Avenue 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

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 Jane 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.

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.

Kay Cliff
September 2014

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

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

DRUGS	SMOKING	ALCOHOL
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

<u>www.wrecked.co.uk</u>	Alcohol Information
<u>www.petepayne.com</u>	General teen health site
<u>askfrank.com</u> Also 0800 776600	Government website about drugs
<u>www.wiredforhealth</u>	National Healthy School Standard

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 **Sc** 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 within 24 hours of the incident. Attach to standard exclusion letter if applicable.
- 4 KEEP the original, storing securely

Date of incident: <input style="width: 90%;" type="text"/>	Time of incident: <input style="width: 90%;" type="text"/>
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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"/>
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Illicit substance – Please describe substance below (appearance, texture, odour)	Required medical intervention <input style="width: 80%;" type="text" value="Y / N"/>
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Name of pupil: <input style="width: 95%;" type="text"/>	SEN <input type="checkbox"/>	Looked After <input type="checkbox"/>	Young Parent <input type="checkbox"/>
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School: <input style="width: 95%;" type="text"/>	Gender: <input type="text" value="M / F"/>	Year Group: <input style="width: 80%;" type="text"/>	Ethnicity: <input style="width: 80%;" type="text"/>
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Drug found/removed? <input style="width: 80%;" type="text" value="Y / N"/>	Where found/seized: <input style="width: 95%;" type="text"/>	Disposal arranged with police/parents/other: <input style="width: 95%;" type="text"/>	If police, incident reference number: <input style="width: 95%;" type="text"/>
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Working with YOT? <input style="width: 80%;" type="text" value="Y / N"/>	Name of parent/carer informed: <input style="width: 95%;" type="text"/>	Date: <input style="width: 80%;" type="text"/>	Time: <input style="width: 80%;" type="text"/>
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School Contact for referral arrangements <input style="width: 95%;" type="text"/>	Name of parent/carer informed: <input style="width: 95%;" type="text"/>	Date: <input style="width: 80%;" type="text"/>	Time: <input style="width: 80%;" type="text"/>
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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?

