

DRUGS POLICY

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1. CONTEXT AND RATIONALE

- 1.1 As part of their statutory duty to promote students' wellbeing, schools have a clear role to play in preventing drug misuse. The Drugs Education Policy has been developed with reference to Department for Education advice and guidance: DfE and ACPO drug advice for schools (DfE-00001-2012) which is non-statutory and was produced to help answer some of the most common questions raised by school staff in this area.
- 1.2 The drugs education of students takes into account the statutory requirements within the National Curriculum Science Order, Health Education statutory guidance as well as the non-statutory framework for PSHE at Key Stages 3 and 4.
- 1.3 LEAP Multi-Academy Trust acknowledges that, although large numbers of young people do not use drugs, drug misuse is on the increase both nationally and locally. Consequently, we recognise the importance of having a policy both to educate young people about the issues involved and to deal with incidents which may occur.
- 1.4 This policy acknowledges:
 - the importance of teachers' pastoral role in the welfare of young people and our duty to inform and educate them
 - our responsibility for the health and safety of our young people and our willingness to take appropriate action to safeguard their well-being
 - our commitment to combating the misuse and the illegal supply of drugs (including misuse of prescription drugs and medicines) particularly alcohol, tobacco, cannabis, volatile substances and illegal drugs, by members of our school community.
- 1.5 Fundamental to the Trust's values and practice is the principle of sharing the responsibility for education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation are essential to the successful implementation of this policy.

2. RELATIONSHIP TO OTHER POLICIES

- 2.1 Matters outlined in this policy have clear links with many of the Trust's policies e.g. Safeguarding, RSE & Health Education, Health & Safety, Educational Visits, Behaviour and PSHE.

3. AIMS OF THE POLICY

- 3.1 This policy builds upon the Trust's values of respect, responsibility and resilience leading to Achieving Excellence and forms part of our school community ethos. Fundamental to this is our work linked to the 'Healthy Schools' agenda, where self-respect and esteem are again central to improving health and well-being. Drug education/awareness is a key strand of this.
- 3.2 The policy formalises our approach to drug-related issues. **It sends a clear message to the Trust's whole school community that the possession, use or supply of illegal and other unauthorised drugs (as designated by LEAP's Academy Principals) within the school boundaries, is unacceptable.**
- 3.3 Its aims are to:-
 - clarify the legal requirements and responsibilities of LEAP Trust/its Academies
 - reinforce and safeguard the health and safety of students and others who use its Academies
 - clarify the Trust's approach to drugs for all staff, students, Trustees, 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
- ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the Trust
- provide a basis for evaluating the effectiveness of the Trust's drug education programme and the management of incidents involving illegal and other unauthorised drugs
- reinforce the role of the Trust/its Academies in contributing to local and national strategies

4. WHERE AND TO WHOM THE POLICY APPLIES

- 4.1 This policy applies to all Trust staff, students, parents/carers, Trustees, Governors and other partner agencies working with the Trust/its Academies. The policy applies to all Trust premises, the school day, while travelling to and from school, journeys in school time, work experience, day and residential trips and when the Trust/its Academies are deemed to be in loco parentis.
- 4.2 All staff, students, parents/carers, Trustees, Governors, and partner agencies working with the school are expected to follow the guidelines as set out in this policy.

5. DEFINITIONS

- 5.1 The definition of a drug given by the United Nations Office on Drugs and Crime is “**A substance people take to change the way they feel, think or behave.**”
- 5.2 The terms ‘drugs’ and ‘drug education’, unless otherwise stated, are used throughout this document to refer to:-
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
 - all legal drugs, including alcohol, tobacco, **volatile substances*** (those giving off a gas or vapour which can be inhaled) khat and alkyl nitrites (known as poppers)
 - all over-the-counter and prescription medicines.

***volatile substances** – inhalation, sometimes referred to as ‘sniffing’ of gas or vapours from volatile substances including butane, propane, aerosol propellants, glues and solvents, petrol etc for intoxicating purposes.

- 5.3 However, there are instances where other authorised drugs may legitimately be in school as below:-

Medicines

- 5.4 Some students may require medicines that have been prescribed for their medical condition during the school day. See supporting students with medical needs policy.

Alcohol

- 5.5 Trust funds **must not** be used to purchase/consume alcohol on Trust premises which is a requirement of the DfE/ESFA's Academies Financial Handbook.

Tobacco

- 5.6 All Trust premises are a designated smoke free area. All users, students, staff and visitors are reminded that smoking is not allowed within the school boundaries.

6. CONTENT OF DRUG EDUCATION

Appendix 1 outlines the drug education programme.

6.1 Organisation

a. Responsibility for coordination

The coordination of Drugs Education is the responsibility of the subject leader for Ethics (BA/ECK) / Life (DHS). The subject leader for Science also has responsibility for elements of drug education.

b. Delivery

This is through Ethics (BA/ECK) / Life (DHS) and Science lessons as well as some elements in morning guidance.

c. Visitors

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of drug education e.g. DIVERT Rotherham Alcohol & Drugs service.

These contributors are usually organised following recommendations from the LA PSHE/Healthy Schools Team or via recommendation from other educational colleagues; they will meet the Ethics (BA/ECK) / Life (DHS) subject leader to discuss content, format and Trust/Academy expectations. Initial visits are often on a trial basis and evaluated before roll out to a whole year group. Where outside speakers are used, staff are reminded that they should remain present in the room for the whole lesson, so that they can maintain responsibility for safeguarding and classroom management as well as ensuring effective follow up in subsequent lessons.

d. Teaching Strategies

Our programme seeks to:-

- provide opportunities to listen to students' views and opinions
- build upon existing knowledge and engage students in discussion/debate; provide be inclusive within a culture of high expectations
- use a variety of methods such as drama, true-to-life case studies, external contributors
- create a safe, secure and supportive learning environment: ground rules/group agreement help to foster mutual respect and promote discussion. It is common practice to set ground rules in Ethics (BA/ECK) / Life (DHS) lessons which cover right to privacy and respect and boundaries for discussion
- raise awareness of safeguarding procedures: students need to know that staff can offer no guarantee of confidentiality if a student discloses information regarding drug use/misuse or concern that they are at risk (please refer to the Trust/Academy safeguarding policy and section 8 below as to how to proceed)
- be taught by people who are appropriately informed
- give as much information as possible including the range of effects and risks of drugs and why people use them
- explain what to do in an emergency

e. Students with Special Educational Needs (SEN)

Relevant staff will ensure that drug education is accessible to students with special educational needs by considering resources and materials used, timings, teaching strategies etc.

f. Resources

A wide variety of materials is available to teachers and for inspection by parents on request.

g. Monitoring and Evaluation

This is conducted through some lesson observation and through Ethics (BA/ECK) / Life (DHS) departmental meetings. Any end of unit written evaluations by students and also a variety of informal activities involving feedback and evaluative discussion are built into the programme. These are all used to inform future planning as is feedback from student surveys such as the Rotherham Lifestyle Survey.

7. MANAGEMENT OF DRUG RELATED INCIDENTS

7.1 Defining a Drug-Related Incident

7.1.1 A drug incident may involve suspicious observations, disclosures or discoveries of illegal/unauthorised drugs.

7.1.2 Incidents could fit into the following categories:-

- drugs or associated paraphernalia are found on LEAP premises
- a student demonstrates, perhaps through actions or play, an inappropriate level of knowledge of drugs for their age
- a student is found in possession of drugs or associated paraphernalia
- a student is found to be supplying drugs on LEAP premises
- a student, parent/carer or staff member is thought to be under the influence of drugs or exhibiting signs of intoxication or illness
- a staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- disclosure of drug use

7.1.3 Our priority in managing drugs and related incidents is the health and safety of the whole Trust community and meeting the pastoral needs of students.

7.1.4 When dealing with any incident involving drugs, utmost priority is placed upon safety – dealing with medical emergencies (emergency aid/summoning appropriate help) and then addressing further issues.

7.2 Action if there are any suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs (possession, supply or imbibing)

- i. Utmost priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If in doubt, medical assistance will be sought immediately.
- ii. Inform the Academy Principal/SLT/DSL immediately
- iii. Dialogue with the student(s) will be undertaken by the Academy Principal or senior pastoral leads as soon as possible in order to determine the facts. The emphasis will be on listening to what people have to say and asking open rather than closed or leading questions. Consideration will be given to separating any students involved in the incident and ensuring that a second adult witness is present.
- iv. Where they have reasonable grounds for suspecting that a student(s) may have an illegal or unauthorised drug, they will be escorted to a senior member of staff who will make every effort to encourage the individual to hand the item(s) over voluntarily, in the presence of a second member of staff.

Where possible the gender of the member of staff carrying out a search will correspond to the gender of the student. Where the individual refuses, the Academy Principal, or member of staff authorised by them, may exercise their statutory power to search the student(s) or their possessions, without consent [Education and Inspections Act 2006 (s93) - see Trust Screening, Searching & Confiscation Policy]. Parents should be notified of any search, unless this would put the student at risk (see Trust Safeguarding Policy).

- v. Any substance suspected of being a drug will be confiscated. In taking temporary possession of a suspected substance, a second adult witness will be present, the sample will be sealed in a plastic bag with details of the date, time and witness present and then locked in a secure location. Drug paraphernalia (needles/syringes) found should be placed in sturdy secure container (tin with lid), using gloves, as soon as possible.
- vi. If the substance is suspected to be an illegal drug, the police will be notified immediately, in order that they may collect it for identification and then store or dispose of it in line with locally agreed protocols. In the majority of cases, parents will be notified immediately unless this is not in the best interests of the student (see Trust Safeguarding Policy).

- vii. The Academy Principal/senior pastoral colleagues/DSL will inform, consult and involve others as necessary. Careful attention will be given to respecting the confidentiality of those involved.
- viii. The teacher concerned will record full details of the incident and pass to Principal immediately (form Appendix 2 - copy electronically onto relevant Academy designated Drive). Staff should note that records, including notes of any discussion with students, may be used in any subsequent court proceedings. Notes should include time, date, place and people present, as well as what was said. The account must be factual and not include any opinions or thoughts.
- ix. Academy Principal (or designated staff) to inform parents/carers unless this would jeopardise the safety of the student.
- x. Identify any safeguarding concerns and develop a support and disciplinary response.

(NOTE: for school visits – follow above procedure as far as possible and contact designated contact person/school for further advice)

7.3 Detection: Searches

- 7.3.1 Staff need to be clear about procedures for searching students/property (see Trust's Searching, Screening & Confiscation Policy). It is advised that a middle/senior manager carry out searches and they are always done in the presence of a second adult witness. Staff should always carry out searches in such a way as to minimise potential embarrassment or distress.
- 7.3.2 All such requests to students should be made in the presence of at least one other member of staff.

7.4 Sniffer Dogs

- 7.4.1 If the Academy Principal believes that students have brought or are in the habit of bringing banned substances on to the school site, discussions may be undertaken with the local police to establish whether it is appropriate to bring sniffer dogs on to the site for the purposes of either detection or deterrence.

7.5 Responding Appropriately to Drug Related Incidents

- 7.5.1 Academy Principals will consider each incident individually and will employ a range of responses to deal with each incident.
- 7.5.2 Any response will balance the needs of the individual with those of the wider community and will aim to provide students with the opportunity to learn from their mistakes and develop as individuals.
- 7.5.3 If a drug incident is suspected, staff should discuss this with Academy Principal or Senior Leadership Team before proceeding. A careful investigation needs to be carried out to judge the nature and seriousness of the incident. Emphasis will be placed on listening to what people have to say and asking open ended questions as below:-

- a. Confidentiality: Staff Cannot and Should not Promise Total Confidentiality

The boundaries of confidentiality need to be made clear to students. If a student discloses information which is sensitive, not generally known, and which the student asks not be passed on, the request should be honoured unless this is unavoidable in order for staff to fulfil their professional responsibilities in relation to:-

- Child protection and safeguarding
- Co-operating with a police investigation
- Referrals to external services

Every effort should be made to secure the student's agreement to the way in which the school intends to use any sensitive information (see Trust Safeguarding Policy – handling disclosures)

b. Determining the Seriousness of the Incident

A range of factors may be relevant and need exploring to determine the seriousness of the incident, the needs of those involved and the most appropriate response:-

- What does the student 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 student's motivation?
- Is the student knowledgeable and careful as to their own or others' safety and how was the drug being used?
- What are the student's home circumstances?
- Does the student know and understand the Trust's policy/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 student concerned 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?

c. A Range of Responses to Meet the Identified Needs of those Involved

Any response should balance the needs of the individual with those of the wider Trust community and aim to provide students with the opportunity to learn from their mistakes and develop as individuals. The needs of students in relation to drugs may come to light other than via an incident, for example, through the pastoral system.

Once the seriousness of an incident has been established, LEAP MAT has a range of possible responses. Possible responses include:-

- early intervention and targeted prevention
- referral
- counselling
- behaviour support plans
- inter-agency programme
- fixed-period exclusions
- pastoral support programme
- a managed move
- permanent exclusion

Responses and sanctions will take into account:-

- the seriousness of the incident
- the short and long term welfare of the student(s) concerned
- the short and long term welfare of other students - guidance in DfE and ACPO drug advice for schools (DfE-00001-2012) consistency with published Trust/Academy rules, codes and expectations
- the Trust's Behaviour Policy

d. Referral to External Support and Early Intervention

The Trust's Academies have a key role in identifying students at risk of drug misuse. The process of identifying needs should aim to distinguish between students who require general information, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.

Academies will also be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. Where problems are observed or suspected or if a child

chooses to disclose that there are difficulties at home, safeguarding procedures will be followed. This may include involving sources of support for the child beyond the Academy such as Early Help, Social Care, specialist drug support eg DIVERT. In house, it may involve additional emotional support via LEAP Academies' counselling programme. We also signpost parents and students to sources of support as outlined on the Academy website(s).

e. Students whose parents/carers or family members misuse drugs

Such drug misuse can have a huge impact on students who may be at risk of emotional and/or physical harm, but this is **not** always the case. A child may respond to difficult home circumstances in a variety of ways from poor concentration, disruptive behaviour, truancy etc. However, because of the stigma associated with drug misuse, many children/young people go to great lengths to hide their problems at home.

If problems are suspected or disclosed, please follow Trust/Academy safeguarding procedures.

f. Procedures for managing parents/carers under the influence of drugs on LEAP premises

- staff should attempt to maintain a calm atmosphere
- seek assistance from another member of staff, preferably SLT
- if staff have concerns about discharging a student into care of parent/carer, then discuss with them if alternative arrangements can be made eg another parent/carer asked to accompany the student home
- the focus should always be the welfare of the student
- inform DSL team who will contact Social Care of incident
- call police if assistance is needed on site

8. DISSEMINATION

8.1 All staff, parents/carers and students will be reminded of the Trust's Drugs Policy and its procedures on a regular basis. It will also be published on the Trust/Academy websites. The policy and schemes of work are available on request to parents through Academy Principals. Termly Academy Safeguarding newsletters include signposting to sources of advice and support as well as a variety of articles and an outline of Academy upcoming term's curriculum in Ethics (BA/ECK) / Life (DHS). The Trust also encourages the School Nursing Service to attend Parents' Evenings to have stalls of information available to parents. The student planners' signpost students to external sources of support.

9. THE ROLE OF THE BOARD OF TRUSTEES/LOCAL GOVERNING BODIES

9.1 Trustees and Governors will have an awareness of the content of this policy.

BA – Ethics curriculum overview – drug awareness summary

Year 7 – Health and Puberty

Topics Covered

Dietary requirements – sugar and caffeine

Year 8 – Drugs and Alcohol

Topics covered:

Legal Drugs – alcohol, nicotine and caffeine

Illegal Drugs – Cannabis and the classification of drugs

Drug Classifications

Examples of drugs

Emotional Wellbeing

Topics covered:

Stress and Anxiety – when drugs (legal and illegal) are used when someone is suffering from a Mental Health problem and the effects of them

Digital Literacy

Topics covered:

Grooming

Year 9 – Peer Influence, Substance Abuse and Gangs

Topics covered:

Addiction – drugs

Gangs – how county lines link with gangs and crime

Amy Winehouse Foundation – former drug addicts speaking to the students about their experiences and their recovery

Respectful relationships

Topics covered:

Readiness for sex – how drugs can affect consent

Sexual consent and the Law – how drugs can affect consent

Healthy Lifestyles

Topics covered:

Dietary requirements – sugar and caffeine

Intimate Relationships

Topics covered:

STI – effects of drugs

Year 10 – Mental health

Topics Covered:

Stress and Anxiety – when drugs (legal and illegal) are used when someone is suffering from a Mental Health problem and the effects of them

Year 11 – Healthy Relationships

Topics covered:

Sexual health – how drugs can affect consent

DHS – curriculum overview – drug awareness summary

Under the National expectations for drugs, alcohol and tobacco education, we cover the following areas:

- facts about legal and illegal drugs and their associated risks
- law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption
- avoidance of grooming into drug selling/abuse
- awareness of the dangers of drugs which are prescribed
- the facts about the harms from smoking tobacco (link to lung cancer & other medical issues)

In addition, to address the 'Fear of Missing Out' (FOMO) culture:

- work on identity
- confidence and self-esteem

Drugs, alcohol & tobacco issues are also addressed under Child Criminal Exploitation and mental health work in Life lessons when relevant.

When & Where These Areas Are Covered

Specific lessons & topics on the above areas or linked to the above areas:

Year 7

Life: Half term 1 & 5

Science: Half term 6 within Health & Lifestyle

English: Half term 1 within 'My Swordhand is Singing' book – parent's alcohol abuse

Year 8

Life: Half terms 2 & 6

Event: Chelsea's Story day – looking at areas including coercion

Year 9

Life: Half terms 1 & 2

Event: Working for Marcus day – includes county lines & drug abuse

Science: Half term 1 & 2 within Infection & Response

Health & Social Care (HSC): Half term 2 alcohol and smoking

HSC: students research celebrity or person they know with issues with alcohol, smoking or drugs

Y10 & Y11

Life: Revisited through other topics and as opportunities arise.

Event Y10: Amy Winehouse Foundation day – covering drug and alcohol abuse

Science: Half term 2 within Homeostasis

English: Half term 1 poem linked to PTSD & drug abuse studied & discussed
play including alcohol abuse linked to sexual assault studied & discussed

Y10 HSC: Relevant coursework continues as started in Y9

Y11 HSC: Half term 1 Substance Misuse

Half term 3 prep for assessment which includes various related issues

Half term 4 Lifestyle Indicators linked to drugs, alcohol & tobacco

Half term 4 Alcohol awareness

Half term 5 pre for assessment including all of the above

Year 13

Life: Half term: 4

Form Times & Assembly

All year groups in half term six have a focus on:

- FOMO
- county lines
- dangers of alcohol
- grooming

Eckington School – Alcohol and Substance Education Curriculum

		Indicates which Half Term the content is covered					
Drugs alcohol and tobacco	PSHE Association Reference	Lessons Titles	Y 7	Y 8	Y 9	Y 10	Y 11
The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	KS3 H23, H26, H27, H28, R20 KS4 H19, H20, R20	<ul style="list-style-type: none"> • Y7 What are Alcohol? • Y7 What is smoking? • Y7 Drugs, E-Cigs, • Y7 Vaping and Shisha. • Y7 Drugs education, energy drinks and Caffeine, • Y 9 Drug and Alcohol safety, • Y 9 Introduction to drugs, • Y 9 Drugs - Cannabis products, • Y 9 Drug classifications, • Y 9 Party Drugs, • Y 9 New Psychotic substances, • Y9 Illegal substances, • Y9 Volatile Substances, • Y10 Causes of knife crime, • Y11 Drugs – NPS, • Y12 Drugs classification revisited, • Y12 Spice, • Y12 MDMA and Ecstasy, • Y13 Drugs classification, • Y13 Festival drugs and Nitrous Oxide, • Y13 Drugs education -GHB, • Y13 Drugs education – Crack Cocaine, • Y13 Drugs education Heroin 	HT5 HT6	HT5 HT6	HT1 HT2	HT1 HT2 HT4	HT3
			HT5 HT6	HT5	HT1 HT2	HT1 HT2 HT4	
The law relating to the supply and possession of illegal substances	KS3 H26 H28 KS4 H19	<ul style="list-style-type: none"> • Y 8 lessons: Criminals, the law and society. • Y8 Prison, The Law and punishment, • Y9 County Lines (What is it? Who is at risk?) • Y11 The War on Drugs 		HT4	HT1 HT2 HT3		HT2
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	KS3 H24, H26, H27, H29, R20 KS4 H19 H20	<ul style="list-style-type: none"> • Y 7 What is Alcohol? • Y11 - Alcohol, parties and bad choices • Y12 Drugs and their effect +Drugs videos 	HT5 HT6	HT5	HT2	HT2 HT4	HT2

The physical and psychological consequences of addiction, including alcohol dependency	KS3 H26, H27, H29, R20 KS4 H19, H20, H21	<ul style="list-style-type: none"> • Y 9 Substance misuse, Drugs and Alcohol safety, • Y 9 Different types of addiction, • Y11 Drug and substance addiction revisited, Y • 12 Substance misuse 			HT2	HT2	HT2
Awareness of the dangers of drugs which are prescribed but still present serious health risks	KS3 H23, H26, H27 KS4 H19	<ul style="list-style-type: none"> • Y7 Substance misuse • Y 9 Drugs and their classifications, • Y11 Body Confidence, • Y 12 Drugs and risk education (Alcohol and Drugs Safety) 	HT5 HT6		HT2	HT2 HT4	HT2
The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	KS3 H26, H27 KS4 H19	<ul style="list-style-type: none"> • Y 7 What is smoking? • Y 9 Drugs and Alcohol Safety 	HT3 HT4 HT5 HT6 HT3		HT2 HT2		

In addition to the intended Learning Outcomes for each key stage and year group mentioned above, Y11 and Y12 also have a Flexible learning day called 'Staying Safe' which involves a workshop and visit from the 1625 team of Alcohol and Substance specialists. The workshop focuses on information giving, and question and answer opportunities for young people to discuss drug and alcohol use in a safe and informed environment.

The school currently is working as a participant of the Coriell Award, a cluster of Derbyshire schools working closely with Alcohol and Substance specialists to support and develop Alcohol and substance education at Eckington School.

For all the topics above, consideration of safeguarding and legal context is paramount. In addition, when lesson are being taught details are signposted of where and how to access support.

Record of Incident Involving Unauthorised Drugs

(Complete the form and add to the student's CPOMs account for safe storage. Copy to Principal)

Academy/School Name: _____

Tick to indicate category:

- | | | | |
|--|--------------------------|--|--------------------------|
| Drug or paraphernalia ON school premises | <input type="checkbox"/> | Student disclosure of drug use | <input type="checkbox"/> |
| Emergency/Intoxication | <input type="checkbox"/> | Disclosure of parent/carer drug misuse | <input type="checkbox"/> |
| Student in possession of unauthorised drug | <input type="checkbox"/> | Parent/carer expresses concern | <input type="checkbox"/> |
| Student supplying unauthorised drug ON school premises | <input type="checkbox"/> | Incident occurring OFF school premises | <input type="checkbox"/> |

Other Concerns (detail): _____

Name of Student:	Form:
Age of Student:	Gender:
Date and Time of Incident:	Report Form Completed By:
First Aid Given: Yes/No	Ambulance Called: Yes/No Time Called:
Drug found/removed: Yes/No Give details where found/seized:	<p>Details of storage Who was drug passed to: Date and time drug sealed: Where stored:</p> <p>Details of disposal Who advised to dispose the drugs: How disposed of: Date and time: Witnesses to the disposal:</p>
Name of staff involved in incident:	
Name of staff witness:	
Description of incident (including any physical symptoms):	
Police notified: Yes/No Police advice summary:	Police Reference number:
Other actions eg: referral to MASH Advice summary:	Date/time:
Parents informed (date/time): By whom:	Which parent spoken to: