

KETTLEBROOK SHORT STAY SCHOOL.

Student Health and Welfare Education

- **Personal Social Health and Education Policy**
 - **Sex and Relationships Policy (SRE)**
 - **Drug Education Policy**
- **The Management of Drugs Related Incidents in School**
 - **Searching, Screening and Confiscation**

Updated: June 2017

Personal Social Health and Education Policy including Sex and Relationship Education (SRE) and Drug Education Policy.

KETTLEBROOK SHORT STAY SCHOOL

	Member of staff responsible	Governor
PSHE Education	F Perry	
SRE	F.Perry	
Drug Education	F.Perry	
Drug Related Incidents	K.E.Rogers L.Georgiou	

. The aims of the school are:

- We want everyone in our school to develop to their full potential.
- We value qualities of self-esteem, confidence, satisfaction and enjoyment through effort and achievement.
- We show a sense of responsibility for one another and for the school community as a whole.

Within this context, the PSHE programme aims to help students:

- Become well-balanced individuals and law-abiding citizens.
- To develop a clear understandings of personal, social and health issues.
- To gain confidence based on secure knowledge.
- To show responsibility for themselves and for others.
- To be able to cope with the pressures of modern society.
- To be able to appreciate the values of family life, marriage and the responsibilities of parenthood.
- To communicate effectively using the full range of terminology and where appropriate, to respect confidentiality.
- To develop positive values and a moral framework that will guide their decisions, judgements and behaviours.

Responsibilities

The school's PSHE Co-ordinator is Faye Perry and the named governor with particular responsibility for matters relating to PSHE is..... Mrs Perry works closely with other members of the school staff, to provide a relevant curriculum suited to the needs of all students. The PSHE programme is delivered over two discreet lessons every week, each lasting 45 minutes. It must be made accessible to all young people within school and a PSHE Education must have equal priority with other learning. Sex and Relationship Education is differentiated for the different key stages and selected outside speakers are invited into school to support the delivery of different aspects of the PSHE curriculum.

The PSHE Programme

The school has a structured PSHE programme, enhanced by a supportive school ethos. KSSS mission statement is "Stepping Forward Together - Caring, Sharing, Aspiring;" this being clearly expressed in the vision and practice throughout the classrooms. Students are happy to come to KSSS and feel safe and well supported by caring, supportive and friendly staff, who work hard to improve learning alongside facilitating greater socialisation. Enhancing such opportunities, KSSS has the daily delivery of assembly; providing opportunity for collective discussion and interaction. KSSS's aim is to improve the students' attitude towards themselves, school and their learning; aspiring to make lessons engaging, fun and accessible, differentiating tasks, appropriate to and that meet the needs of each student.

Our school seeks to work in partnership with parents and carers to provide effective PSHE and support for our young people. The school's PSHE programme endeavours to complement and support parent's and carer's roles. Parental involvement is key to helping us provide all round support to the students. Regular contact and liaison with parents/carers, ensures the students get excellent care, guidance and support. Our school seeks to work in partnership with parents and carers to provide effective PSHE and support for the young people. The school's PSHE programme endeavours to complement and support parent's and carer's roles.

Confidential sessions with the school nurse can be organised, regarding any health concerns and this is available for both students and parents to access.

The PSHE programme is always evolving, with many opportunities for curriculum enrichment. Clear objectives provide an understanding of the learning intention and effective delivery enhances key concepts and students' knowledge and understanding. For KS4 students, different components of the PSHE programme are delivered through the completion of varying themed units of work.

Students work at differentiated levels, but are given the opportunity to gain a qualification, from Entry 1 through to a Level 2 Award and Certificate.

For KS3, the students work through structured topic areas such as *Healthy Me, Crime, Sex and Relationship Education, Personal Safety and Drug Education*. The whole PSHE curriculum is designed to accommodate the needs of the students, at the varying stages of their development. It is reviewed and updated on a regular basis, ensuring that the school responds to the changing health needs of the community and national trends.

Wishing all students to participate in a full programme of PSHE, it is recognised though, that parents do have a right to withdraw their children from all or part of the sex and relationship components of the PSHE programme.

See Appendix 1 for contents of the KS4 PSHE assessed units of work programme. The QCF Award and Certificate Qualification with AQA.

Resources

Resources, which support this area of the curriculum, will be up to date and relevant to the young people in school and they will be presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE. Overall responsibility for PSHE resources is held by the co-ordinator.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

Assessment, Recording and Reporting

KSSS's students are expected to show progression throughout their PSHE programme. Individual targets are given in lessons; these are objective orientated and achievable. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on the young people's self awareness and self esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. The AQA PSHE programme is internally assessed and marked by Faye Perry and then externally verified by AQA instructed assessors.

The reporting of students' achievement and progress will be formalised in school progress reports. An overview of progress will be reported to parents through written PRD reports.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE by SLT and the co-ordinator. Monitoring will take place in accordance with the school's monitoring policies.

This will include:

- Checking that whole school PSHE objectives are met.
- Confirming that standards of teaching and learning are achieved
- Ensuring that adequate resources are available.
- Monitoring that schemes of work are being taught appropriately
- Consulting regularly with staff, pupils, parents, external agencies and the Management Committee.

External Agencies

The school and PSHE co-ordinator lead the programme, but outside visitors also have a role.

Current external contributors include:

- Specialist Teachers for PSHE.
- Educational Psychologist.
- CAMHS.
- School Nurse.
- Family support agencies.
- T3 - Drugs, Alcohol and Tobacco.
- Connexions.
- Counsellor.
- Police/PCSO's

Other Agencies will be considered on the merit of their possible contribution.

Safeguarding

Teachers and other adults involved in PSHE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's designated teacher for safeguarding.

Where an adult believes a child may be at risk, the designated teacher must be consulted before any further action is taken.

Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Communication/Dissemination of the Policy

This Policy document is freely available on request to all members of the school community.

Appendix 1

KS4 PSHE AQA QCF Award and Certificate -Units of Work

Unit 1: Personal Action Planning

Unit 2: Drugs Education

Unit 3: Sex and Relationship Education

Unit 4: Personal Finance

Unit 5: Emotional Wellbeing

Unit 6: Healthy Lifestyles

Unit 7: Making Informed Career Choices

Unit 8: Applying for Jobs and Courses

Unit 9: Relationships, Behaviour and Practices in the Workplace

Unit 10: Personal Safety

Unit 11: Being a Critical Consumer

Unit 12: Introduction to Diversity, Prejudice and Discrimination

Kettlebrook Short Stay School
Student Health and Welfare Education

Further reading:

SMSC Audit

SMSC: British Values Audit

KSSS British Values Statement

Equality Characteristics

Kettlebrook Short Stay School

Sex and Relationship Education Policy (SRE)

Rationale

Effective sex and relationship education is essential if children and young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE education.

Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects.

All schools are required to have a policy about Sex and Relationships Education

Aim:

To give children and young people the opportunity to learn about:

- Physical, moral and emotional development.
- The importance of marriage for family life, stable and loving relationships, respect, love and care.
- Sex, sexuality and sexual health.

Objectives

SRE has three main elements:

1. Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- Learning how to avoid unplanned pregnancies.

2. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict and learning how to recognise and avoid exploitation and abuse.

3. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

Curriculum Content

See **Appendix 2** for details of the unit of work.

SRE is delivered in Science, by the PSHE co-ordinator and by External Agencies, including KSSS's School Nurse.

Responding to Sensitive Issues

There are guidelines for all staff on handling sensitive and controversial issues within School Policies. Staff are highly skilled in handling sensitive and/or controversial issues.

Right to Withdraw

Parents/carers have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum Science lessons. It is the responsibility of the PSHE Co-ordinator to acquire verbal consent from parents/carers, for their son/daughter to participate in certain aspects of the SRE programme. If parents/carers wish to withdraw their child, they do not have to give reasons for withdrawing, but will be made aware of the implications of removing children.

Needs of young people

- **Menstruation** - Hygiene products are available for issue and disposal, along with sensitive Staff support and guidance.
- **Pregnancy and Parenthood** - Nurturing principles and practice are in place to ensure good support for pregnant young women, mothers, and young men who about to become fathers. Access to the curriculum is also secure.

Students are well counselled and advised at times of need and are made continuously aware of the support available.

Some young people will be more vulnerable than their peer's e.g. non attendees, SEN and children in care. Policies and practices are in place to provide support to these more vulnerable students.

Referral and External Support

Good working relationships and, where necessary, Service Level Agreements are in place with all External Agencies.

Staffordshire Guidance for Schools and for Agencies/Visitors is adopted and copies are attached to the Policy

Appendix 2

PSHE Sex and Relationship Education

- Be able to recognise what constitutes good parenting/caring.
- Understand the importance of relations.
- Understand why people get married.
- Know what may cause relationship breakdowns.
- Know about organisations which support relationships in crisis.
- Understand the impact of separation and divorce on all involved and family life.
- Know about the different types of contraception.
- Know about different sexually transmitted diseases and infections and know how they can be prevented and treated.
- Know where to obtain professional advice on contraception and other sexual health concerns.

Drug and Alcohol Education Policy including the Management of Drug Related Incidents

Rationale

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 think, feel or behave.

This includes:

- All legal drugs including alcohol, tobacco and volatile substances.
- All over the counter and prescription medicines.
- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

- Promotes the spiritual, moral cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE provision. KSSS is expected to use the non statutory frameworks for PSHE at Key Stages 3 and 4, and the statutory requirements within the National Curriculum Science Order for all age groups, as the basis for developing drug education.

Drugs: Guidance for Schools February 2004 DfES

Aim

To give young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

Objectives

Drug and alcohol education:

1. Increases young people's knowledge and understanding and clarifies misconceptions about:
 - The short and long-term effects and risks of drugs.
 - The rules and laws relating to drugs.

Kettlebrook Short Stay School
Student Health and Welfare Education

- The impact of drugs on individuals, families and communities.
 - The prevalence and acceptability of drug use among peers.
 - The complex moral, social, emotional and political issues surrounding drugs.
2. Develops children and young people's personal and social skills to make informed decisions and keep themselves safe and healthy, including:
- Assessing, avoiding and managing risk.
 - Communicating effectively.
 - Resisting pressures.
 - Finding information, help and advice.
 - Devising problem-solving and coping strategies.
 - Developing self awareness and self esteem.
3. Enables children and young people to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Curriculum Content

See **Appendix 3** for details of the **unit of work**.

Drug Education is principally carried out in PSHE lessons, with some extra input from other Staff, School Nurse, Police and T3.

The needs of children and young people

Support available is displayed around School and is accessible from **all staff** on request or when deemed advisable - in conjunction with Keyworkers, Parents/Carers and S.L.T.

Some children and young people will be more vulnerable than their peer's e.g. non attendees, SEN, children in care and those whose parents misuse drugs or alcohol. Policies and practices are in place to target those more vulnerable students.

Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other drugs, alcohol etc, by anybody within school boundaries is unacceptable.

Such incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other prohibited items.

The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if children and young people e.g. visit a library, leave school to visit an old people's home as part of a community project, whether supervised or not.

School boundaries also extend to include school trips and clear guidance to staff is given about their supervisory responsibilities. It is made clear to children and young people that school rules still apply if they leave the school during the lunch break, and which will apply on a school trip abroad, where drug laws may differ. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

Schools have a legal obligation to report an incident involving illegal drugs to the police, as directed by the Head Teacher. Nevertheless, not informing the police may be counter-productive for the school and wider community. The police should, however, be involved in the disposal of suspected illegal drugs.

The school works closely with the police and has an agreed protocol for reporting and disposing of illegal drugs.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug, or any item that could cause potential harm, 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 other items, or deliver it to a person lawfully entitled to take custody of it.

Please refer to Appendix 4; The Management of Drug-Related Incidents in School.

Searches

Students are requested to hand in all contraband on entry to school each day. Involvement of our local P.C./P.C.S.O. will be encouraged at all times. In responding to drug incidents, the primary concern of the school is the care and welfare of students. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the student.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the child/young person
- What the child/young person has to say
- The means by which the substance was acquired
- The intention of the child/young person and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the child/young person
- Action being taken through the criminal justice system
- The availability of support for the children and young people and family from other agencies

Kettlebrook Short Stay School is guided by the DFE, February 2014 'Searching, Screening and Confiscation.' Advice for Head Teachers, School Staff and Governing Bodies. Please see Appendix 5; this must be read in conjunction with this policy.

The school seeks to work in partnership with governors and parents to provide effective drug and alcohol education and support for children and young people. Parents need to know that the school's drug and alcohol education programme will complement and support their role as parents and understand the school expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.

Appendix 3 PSHE Drug Education

- Know government recommended guidelines for alcohol intake limits.
- Understand problems associated with alcohol abuse.
- Understand problems associated with tobacco use.
- Know the dangers of the misuse of legal drugs.
- Know the classification system for illegal drugs and how different drugs are classified and why.
- Know about the health risks associated with the use of illegal drugs.
- Know the law about possession and supply of illegal drugs.

Appendix 4 Management of Drug-Related Incidents in School Policy

In recognising that, at times, staff in school will be called upon to manage incidents related to actual or potential drug abuse or to respond to information received in school, the Governors have identified the following priorities which are central to school policy:

- that the health and safety of any individual is of paramount importance;
- that there is a duty to inform parents of any concerns related to actual or potential misuse of drugs by students; by members of SLT of the Headteacher's discretion.
- that the school should liaise closely with the police and ensure that there are agreed practices for dealing with the range of incidents which might arise involving illegal drugs;
- that the police will always be informed when illegal drugs are found on a student or on the school premises;
- that there is a duty to liaise with other support agencies in respect of students who may be at risk;
- that there is a duty to respond appropriately to all concerns which are brought to the attention of the school.

Guidelines on the Management of Drug-Related Incidents in School

Guidance in this document should be read in conjunction with the Management Committee's Policy on Drugs Education and the Management of Drug Related Incidents.

It is likely that staff will be required to respond to information concerning substance misuse which reaches them by one of three routes:

Kettlebrook Short Stay School
Student Health and Welfare Education

1. suspicion of substance misuse is made known to staff in school but there is no evidence (e.g. where one student passes on information of substance misuse by another)
2. specific evidence of substance misuse comes to light in school (e.g. where students are caught in possession of illegal substances)
3. situations where the school is contacted (most probably by the police) with information suggesting that students are in possession of illegal substances in school

In responding to substance misuse in school it would seem appropriate to make a distinction between illegal substances - i.e. controlled drugs - and potentially harmful substances - e.g. solvents tobacco and alcohol - which may be harmful, but not illegal. Whereas police involvement would almost always be sought in the light of illegal substances, it is less likely that the school would wish to involve the police where students are caught taking potentially harmful (as distinct from illegal) substances. There may be an offence committed, however, in the supply of solvents, alcohol and tobacco to children which could necessitate a referral to the police. Staff should be aware, however, that the school's rules on the possession of any drug, legal or illegal, are unequivocal and state that: *"Tobacco, drugs and solvents are strictly forbidden and together with matches and lighters must not be brought onto the school site."* (In this context, "drugs" is taken to mean alcohol as well as illegal substances.) It is expected, therefore, that any infringement of this rule will be treated as a matter of indiscipline.

Although the guidelines which follow address themselves more to the management of situations where the possession of *illegal* substances is suspected or reported, it is hoped that certain sections of them may also be helpful in supporting staff who have to deal with any of the situations outlined above.

1. Situations where suspicion of substance misuse is made known to staff in school but there is no evidence (e.g. where one student passes on information of substance misuse by another).

Where information of this sort comes to light it should be discussed in the first instance with a member of the Senior Leadership Team before proceeding. (In accordance with DfES and LEA guidelines, the school has a named individual who is responsible for collating information and co-ordinating the school response to any reported incidents of substance misuse. This is the Headteacher.) Where there are grounds for suspecting that a student may be involved, in any capacity, with dangerous and/or illegal substances it is likely that the staff involved will want to interview the student in an attempt to ascertain his/her precise involvement before contact is made with either his/her parents or any of the support agencies. Given the seriousness of the issues under review it should be standard procedure to notify those with parental responsibility, even though the outcome of the interview may have been inconclusive.

Kettlebrook Short Stay School
Student Health and Welfare Education

As with other matters, no student should be given any guarantee of confidentiality during investigations of this sort and the boundaries of confidentiality should be made clear to them, especially in circumstances where young people might have made, or be about to make, detailed personal disclosures. It is important also that other relevant members of staff are kept informed of the enquiry in accordance with the school's normal routines for the sharing of relevant information on students.

Where a student has been identified as having experimented with harmful or illegal drugs or as being at particular risk of doing so, consideration should be given to the provision of appropriate counselling and support within the school's general pastoral arrangements. It is possible that the long-term risk to the student may best be dealt with by a multi-agency approach which supports both the individual and his/her family. The reality of the situation will be that children who have drug problems or who have received punishment from school and/or the courts for drug-related offences are likely to remain in a school. Staff and parents need to be aware that long-term medical and counselling help is available to them. Such support should be handled with great sensitivity. Nevertheless, there is a need, at all times, to be aware of the risk of glamorising the status of the at-risk student in the eyes of his or her peers.

Where a teacher is told, or is aware, of possible criminal activity outside school premises the police should be informed in the interests of safeguarding the health and safety of young people in the area. This would include not only information about the supply of illegal drugs but also, for example, evidence that a local shopkeeper was selling alcohol or solvents to students in contravention of the law.

2. Situations where specific evidence of substance misuse comes to light in school (e.g. where students are caught in possession of harmful or illegal substances).

The health, safety and welfare of the student or students should be seen as the first priority in such circumstances. A member of the Senior Leadership Team should be contacted immediately and, once matters relating to health, safety and welfare have been addressed, the student (or students) involved should be interviewed. Such interviews should take place in the presence of a second member of staff who can act as a witness and who should be asked to produce a written record of the meeting. Where there is strong suspicion or clear evidence that a student has been taking a controlled substance or is in possession of such a substance the police and those with parental responsibility should be contacted. It is then for the Headteacher (or a Deputy acting in her absence) to decide what disciplinary action to take in accordance with the School Behaviour Policy. Students should be asked to provide their own written account of the incident which the school will make available to the police if requested. It is important to remember in taking disciplinary action that the school does not need to wait for forensic or other evidence before acting.

Kettlebrook Short Stay School
Student Health and Welfare Education

It is sufficient for the Headteacher to act on the balance of probability. Clearly, any substances found on a student should be handed to the police for identification; school staff should not attempt to identify (or, worse still, taste!) any unidentified substance.

It is open to a member of staff to search a student's desk or locker where he or she has reasonable cause to believe it contains unlawful items, including illegal drugs. Where students are suspected of concealing illegal drugs in bags or outer clothing, every effort should first be made to secure the voluntary production of any unlawful substances, for example by asking them to turn out their pockets. Refusal should immediately arouse suspicion and the police should be called in to deal with the situation. Intimate physical searches should never be made by school staff.

Where the police are involved in any enquiry then the points made in Section 3 below should be borne in mind.

3. Situations where the school is contacted (most probably by the police) with information suggesting that students are in possession of harmful or illegal substances in school.

In such cases a member of the Senior Leadership Team should be involved immediately and the police should be given full support in carrying out an investigation. It is important to bear in mind, however, that to hand over completely responsibility for the enquiry to the police could interfere with later attempts by the school to take disciplinary action. The following points should be borne in mind when working with the police in investigations of this sort:

- The police have powers to detain young people for the purposes of searching them.
- A superficial search, i.e. of outer clothing, hats and gloves, could be conducted on the school premises with a member of staff present.
- Where students are felt to have drugs in their possession but refuse to hand them over they should be supervised by a member of staff until the police arrive.
- For the purposes of a full body search, the suspect would have to be taken to the police station - but a member of staff should always accompany the student and would remain in loco parentis until the parent had arrived (attempts should be made to contact parents immediately if a student is taken to the police station).
- It is important to be aware that a member of staff who remains with a student during a police enquiry is acting as "an appropriate adult" (as defined in the Police and Criminal Evidence Act). If a parent is not available, the police cannot interview a juvenile without an appropriate adult being present. Where a teacher agrees to take on this rôle then it should be remembered that his/her prime duty is to protect the interests of the child and to ensure fair treatment. Since there could be a conflict of interests for a teacher in this situation (between those of the individual child and those of the school) it is recommended that members of staff should act as the appropriate adult only in exceptional circumstances.

Kettlebrook Short Stay School
Student Health and Welfare Education

- Should the member of staff concerned be unwilling to act as the appropriate adult then the police would have to delay interviewing the child until they can either reach the parents or obtain a social worker to take on this role.
- The police are unlikely to have any objection to a member of staff being present at any of the above stages and would probably not feel that such a presence would interfere at all with the later stages of their enquiry.
- The problem as far as school procedures are concerned is that, once the police are involved, the school may find itself in the position of only being able to act upon police evidence - this could cause difficulties later, should the school wish to impose its own disciplinary sanctions.
- It is essential, therefore, that the school remains involved in the enquiry until any suspect substances are found - this should include the asking of questions by a member of staff (i.e. the member of staff should be actively involved in the questioning and not just a passive observer).
- Questions asked might include whether the student has any illegal substances in his/her possession, what the substances are and what they are to be used for (personal use? sale?).
- During the questioning an attempt should be made to establish whether there are any mitigating circumstances.
- If drugs are found and identified by the police (forensic evidence is not necessary - the judgement of a police officer would be sufficient) then it is safe to proceed with disciplinary sanctions in accordance with school policy. It is acceptable for the Headteacher to act on the balance of probability without waiting for forensic evidence.
- The main issue in co-operating with the police in such an enquiry is that it is essential for a teacher not only to be present but to be proactive during the enquiry for subsequent disciplinary sanctions taken by the school to be secure (but see also the point made earlier about "an appropriate adult").

It should be noted that the police may interview students on school premises, with the Headteacher's agreement and provided that efforts have been made to inform the student's parents.

At all times it is important to remember the legal position with regard to the misuse of drugs.

The Misuse of Drugs Act (MDA) regulates what are termed 'controlled drugs'. It divides drugs into three classes as follows:

- | | |
|---------|---|
| Class A | These include the active ingredients of cannabis, cocaine and crack (a form of cocaine), ecstasy, heroin, LSD, methadone, processed magic mushrooms and any class B drug which is injected. |
| Class B | These include amphetamine, barbiturates and codeine. |
| Class C | These include cannabis (in resin or herbal form), mild amphetamines, steroids and tranquillisers. |

Kettlebrook Short Stay School
Student Health and Welfare Education

N.B. From 2004 cannabis was changed from Class B to Class C.

Class A drugs are treated by the law as the most dangerous.

Offences under the Misuse of Drugs Act include:

- Possession of a controlled drug.
- Possession with intent to supply another person.
- Production, cultivation or manufacture of controlled drugs.
- Supplying another person with a controlled drug.
- Import or export of controlled drugs.
- Knowingly allowing premises you own, occupy or manage to be used for the administration, use or supply, or production or cultivation of controlled drugs.

N.B. Certain controlled drugs such as amphetamines, barbiturates, heroin, methadone and tranquillisers can sometimes be obtained on prescription. In such cases their possession is not illegal.

Maximum penalties under the Misuse of Drugs Act are as follows:

	Possession	Trafficking
Class A drug	7 years + fine	Life + fine
Class B drug	5 years + fine	14 years + fine
Class C drug	2 years + fine	14 years + fine

Trafficking includes possession with intent to supply, supply, production and manufacture and import and export.

Appendix 5

**DFE September 2016 'Searching, Screening and Confiscation.'
Advice for Head Teachers, School Staff and Governing Bodies.**