

St. Eithne's Primary School

DRUGS EDUCATION POLICY

School policy on drugs education and dealing with drug-related incidents



Name of Designated Teacher for Drugs

Mrs. M. Grant

First Aid Officer **Mrs C. Brady**

Health & Safety Officer **Mr J Meehan**

Date of policy: 5th January 2005....

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Introduction

Ethos

St. Eithne's is a Catholic Maintained Primary School for boys and girls in the 4 - 11+ age group. Through the provision of a caring and effective Catholic education we aim to enable all our pupils to attain their full potential academically, socially, physically and spiritually.

We shall endeavour to create, maintain and act upon a policy, which considers the pastoral needs of all members of the school community.

Every individual within our school community is valued and respected by all others. It is important that every member of the school community is conscious of the needs of others. We hope to foster an attitude of caring and respect in all staff and pupils. In the context of drugs education we hope to protect our children at St. Eithne's from the ever-increasing unhealthy experiences that are becoming more prevalent in our society today. As part of the school's care and welfare of its pupils, we believe we have a duty to inform and educate children about drug use.

We committed to the health and safety of everyone here and we will work together with parents and the local community to enable pupils to make healthy, informed choices and discourage the misuse of drugs.

Note: All policies mentioned in this document are available at www.steithnes.net

Definition – What is a Drug?

For the purpose of this document and in line with the guidance pack issued to all schools by CCEA in 2004 a drug can be defined as **“any substance which, when taken, has the effect of altering the way a person behaves, feels, sees or thinks.”**

As well as everyday substances such as tea and coffee, drugs include:

- alcohol and tobacco;
- “over the counter” medicines, such as paracetamol for headaches;
- prescribed drugs, such as antibiotics, tranquillisers, inhalers and ritalin;
- volatile substances, such as glues, correcting fluids/thinners, gas lighter fuel, aerosols, glues and petrol;
- controlled drugs, such as cannabis, LSD, Ecstasy, amphetamine sulphate (speed), magic mushrooms (processed), heroin and cocaine; and
- other substances such as amyl/butyl nitrate (‘poppers’) and unprocessed magic mushrooms.

Rationale

Drugs are a reality in children’s lives and schools share responsibility with parents and the community to educate pupils about the risks and consequences of drug use and misuse and to encourage them to make healthy, informed choices by increasing knowledge, challenging attitudes and practising skills.

Our drugs education programme aims to enable all our pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes about drug use and developing and practising their decision making skills. The programme we follow will be based on guidelines provided by CCEA (2004) and DENI circular 2004/9 and will be sensitive to the age and experiences of our pupils. Teaching will be based on an understanding that a variety of approaches should be used in order to meet the needs of our pupils.

This policy is not to be considered in isolation from other curricular and pastoral policies, but reflects an integrated and consistent approach to the overall education and well being of our pupils.

Copies of the guidance on which this policy is based, “drugs: guidance for schools” are available from the Department of Education Website www.deni.gov.uk .

Aims

Our ultimate aim is to protect our pupils from the harm associated with the use and misuse of drugs. This can be achieved by setting ourselves the following goals:

1. To provide a programme which gives young people opportunities to acquire the skills, knowledge and understanding necessary to make informed and responsible decisions about the use of drugs and other substances within the context of a healthy lifestyle.
2. To provide staff with adequate training and support to help them deliver effective drugs education and respond to situations with consistency and sensitivity.
3. To inform parents of the content of the school's Drugs Education Policy and to clarify appropriate procedures in the management of drug-related incidents, agreed by staff and governors, of which all parents and pupils will be made aware.
4. To have a clear and agreed understanding amongst everyone in the school community about the implications and possible consequences of drug use/misuse.
5. To establish an environment in which the school is free from the misuse of all drugs.

Development and Implementation

Outline of Drugs Education Programme.

This is delivered mainly within the School's Science and Religious Education lessons and linking with our health education programme. The subject is regularly revisited, in a manner appropriate to the age and maturity of the student. Both this programme and our Health Education programme are under review as part of our "School's Health Promotion Project" which is presently being developed with the help of CASS.

Our Drugs Education Programme is detailed in the appendices of this policy. (See Appendix 1).

Roles and Responsibilities.

Pupils

Be aware of and adhere to school rules in relation to drug use/misuse, including tobacco, alcohol, over-the-counter and prescribed medication, volatile substances and controlled drugs.

All staff, both teaching and non-teaching:

Individual staff members are likely to be the first to encounter a suspected drugs-related incident. It is not their responsibility to determine the circumstances surrounding the incident.

It is their responsibility:

- To deal with any emergency procedures if necessary.
- To forward any information, substance or paraphernalia received to the designated teacher for drugs who may have to take immediate action.
- To complete a brief factual report of the suspected incident and forward it to the designated teacher for drugs.
- If approached by the media concerning any drug-related incidents, do not give any statement **only the Principal** should make a statement to the media.
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Teachers delivering the Drug Education programme.

In addition to the above:

Deliver the school's drug education programme.

Try to create an atmosphere in the classroom in which pupils can freely contribute to discussion, safe in the knowledge that the comments, ideas and feelings of the group are valued.

Support pupils in their class if necessary.

Liaise with the designated teacher for drugs regarding any aspect of the programme/policy, as necessary.

The Role of the Designated Teacher for Drugs. (Mrs M. Grant)

The duties of the designated teacher should include:

- The oversight and co-ordination of the planning of curricular provision, in compliance with the statutory requirements, and liaison with other staff responsible for pastoral care;
- The responsibility for the co-ordination of the school's procedures for handling suspected drugs-related incidents and the training and induction of these procedures with new and existing staff;
- To act as the contact point, as necessary, for outside agencies that may have to work with the school or with a pupil or pupils concerned;
- To take possession of any substance(s) and associated paraphernalia found in the event of a suspected incident and complete a factual report which is forwarded to the principal;

In the absence of the designated teacher a recognised deputy should be available as deemed appropriate by the school.

Role of the Caretaker:

- Watch out for drug-taking materials anywhere in the school building or grounds.
- Inform the designated teacher for drugs should any drug related paraphernalia be found.
- Conduct regular checks of school grounds for drug-taking materials.

Role of Parents/Guardians:

- Support your son/daughter if they become involved with drugs.
- Support the school in the development and implementation of this policy, including the school's procedures for handling incidents of suspected drug misuse and the drug education programme.

The Role of the Principal

It is the principal's responsibility:

- To determine the circumstances of all incidents but it is the responsibility of the PSNI to investigate any criminal offence.
- To make every effort to contact the parents/guardians of those pupils involved in any suspected drugs-related incident;
- To ensure that in any incident involving a controlled drug there is close liaison with the police.
- To confine their responsibilities, after contacting the police, to the welfare of the pupil(s) involved in the incident, the other pupils in the school and the handling, storage and safe disposal of any drugs/drugs-related paraphernalia.
- To inform the Board of Governors, agreeing any appropriate pastoral/disciplinary response;
- To report the incident to the WELB/CCMS Designated Drugs Officer.
- To complete, if appropriate, a written report and forwarding a copy to the Board of Governors and the designated officer within the CCMS.

The Role of the Board of Governors

School governors have responsibility for St. Eithne's by:

- Fostering and supporting the development and on-going review of the drugs policy and education programme;
- Collaborating with appropriate staff, pupils and parents/guardians;
- Facilitating the consultative process whereby the school community can respond and contribute to the effectiveness and quality of the policy and programme;
- Examining and approving these prior to their implementation in the school;
- They should ensure the policy is published in the school prospectus and that it is reviewed at regular intervals;
- Being fully aware of and adequately trained to deal with suspected drugs-related incidents including alcohol and tobacco and their appropriate disciplinary response;
- It is recommended that there should be a designated governor for drugs who has received specific training in drugs-related issues.

Training and information.

All staff will be provided with adequate training and support to help them deliver an effective drugs education programme and respond to situations with consistency and sensitivity. All staff should be aware of the procedures to be put in place should a drug-related incident occur. (See Appendix 2)

Procedures

Medicines – the school recommends that parents/guardians provide written details of any medical condition that individual pupils may have including medication they are on. Medicines/tablets must not be brought to school. The school has a medication policy (available on the website). Inhalers can be used by children but only if the parent/guardian sign up to an agreement. Parents may come into school if they wish to administer a medicine when it is absolutely necessary.

Tobacco – in the event of a pupil being found with cigarettes on his/her person the cigarettes will be confiscated, the parents/guardians will be informed and action will be taken in line with the school's discipline policy.

Alcohol – no alcohol should be brought into school by pupils or consumed by them on the school premises or while on school trips. In the event of a pupil being found with alcohol on his/her person the alcohol will be confiscated, the pupil's parents/guardians will be informed and action will be taken in line with the school's discipline policy.

Solvents – the school will ensure that potentially harmful substances are stored safely and pupils are supervised carefully in the event of them having to be used in the course of their work. The use of correction fluid and aerosol sprays will be discouraged at all times. Caretaker's materials should be well labelled and locked in a secure cupboard.

Illegal Substances – no illegal substances should be brought to school or used on school premises. Should this happen then the designated teacher will deal with the incident according to the agreed procedures.

Dealing with incidents related to illegal drugs

This school believes we should be a drug free community. Illegal substances, such as those defined by CCEA 2004 and DENI circular (2004/9) should not be brought into school and the use of or supply of such drugs on the school premises will be regarded with the utmost seriousness.

The designated teacher for drugs education will keep a record of all drug-related incidents.

Responding to Incidents.

Illness/Inappropriate Behaviour.

Where it is considered that a pupil may have taken a substance suspected to be a drug, medical assistance will immediately be sought and the parents and police informed if appropriate.

The principal /designated teacher will take temporary possession (as the law permits) of a substance suspected of being a controlled drug for the purpose of protecting a pupil from harm or committing the offence of possession.

In responding to a drug related event where evidence of drug use by a pupil or possession of a substance it would not be appropriate to prescribe centrally specific sanctions, which should be applied to drug-related incidents.

The Principal will retain responsibility for deciding how to respond to particular incidents, taking account of factors such as the age of the pupil concerned, whether the incident involved one pupil or a group of pupils, evidence of particular peer group pressure and if this is a first offence. We shall make a co-ordinated and measured response to any drug-related incident considering the CCEA advice (Appendix 3).

Each case will be assessed and different levels of sanctions will be used according to the seriousness of the incident and the pupil's involvement.

Support.

The school will in some cases identify counselling as potentially valuable to a pupil.

Parents may also be advised where to find a further support. Normal school support services may be contacted, e.g. The EWO and The CCMS Designated Officer. However, the child and parents will be given the opportunity to seek support from the following:

NSPCC - 0800-800500.

Specialist Drugs services are available from The Community Addiction Team in the Foyle Community Addiction Unit - 028 7131 1488

Children can also contact ---- ChildLine on 0800-1111

All staff should be aware of the legal implications of discovering a young person in possession of a controlled drug and how they are expected to deal with such an event.

All schools are legally bound to notify the local CSIO (Community and Schools Involvement Officer) **in every case** where a pupil is found to have, or is suspected of having, controlled drugs in his/her possession, either on his/her person or in his/her belongings, or where drugs are found on the school premises.

In relation to dealing with drug-related incidents, staff members are advised that

- ❖ Searches should only be made with the pupil's consent, and in his/her presence and that of another, adult, witness.
- ❖ If a pupil is to be detained, duress should never be used.
- ❖ Staff members should never guarantee confidentiality in relation to a disclosure by a pupil.

All members of staff (Teaching & Non-teaching staff) have a legal obligation to pass information regarding a criminal activity to the police.

At all times the needs of individual pupils must be considered and appropriate interventions and support mechanisms put in place.

The fact that certain behaviour could constitute a violation of the criminal law should not, in itself, be taken as automatically leading to the exclusion of a pupil.

Emergency Procedures

(See Appendix 2)

Liaison with Parents/Guardians

- Details of the Drug Education Policy will be published in the school prospectus. A full copy can be obtained from the Principal on request.
- In the event of suspected drug misuse in school, the Principal will contact parents/guardians. The designated teacher will be present at any meeting arranged.
- Parents/guardians of pupils who need to take prescribed medication in school must contact the designated teacher. Medication (other than inhalers) is not normally allowed on the premises. (See Medication Policy)

Monitoring & Evaluation

This policy will be reviewed on annual basis. The drugs Education programme will be monitored as part of our ongoing evaluation of the Teaching and Learning in the school. This will be the responsibility of the Principal and the Designated teacher for Drugs Education.

As part of our end of year evaluation and in order to assess whole school development needs a questionnaire to staff on Whole School Development Planning will contain some pertinent questions regarding the Drugs Education Programme in the school.

Conclusion

The welfare of our pupils and staff is of paramount concern and we shall work together with everyone involved with the school to ensure the continued education and well being of all our children.

Appendices

APPENDIX 1 (St. Eithne's Drugs Education Programme).

Key Stage 1 Drugs Education Programme.

YEAR 1	
	Lessons / Subject Areas / Topics
Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.	Labelling major parts of the body/ healthy eating. Keep safe outside school – Road Safety Calendar. Rules of school – washing hands / keeping rules to look after ourselves.
Safe and unsafe substances used in the home and school and simple safety rules.	People who look after us – Doctor / nurse Baby Clinic in home corner – what we get from doctor etc.
Medicines and tablets, the reasons people use them, simple safety rules and school rules.	Home Safety / School Safety related to hazards with electricity. Assertive discipline policy – sunshine chart etc.
People who can help pupils when they have questions and concerns.	Designated teacher to help re-inforce lessons.

YEAR 2	
	Lessons / Subject Areas / Topics
Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.	Labeling parts of the body. Science Healthy eating/looking after teeth. Science/History/English Changes form baby to child/what they can do. History P.E.~Exercise. Getting ready for school-washing hands/face. RE School rules learning + teaching. English/RE
Safe and unsafe substances used in the home and school and simple safety rules.	People who help us-Doctors/Nurse-Medicine. English/RE Home safety-unsafe substances. Science/Maths
Medicines and tablets, the reasons people use them, simple safety rules and school rules.	People who help us-Doctors. RE Simple safety rules + School rules about medicine. Information sheets for parents about medicines.
People who can help pupils when they have questions and concerns.	In school class teacher /Mrs Grant/Mr Gormley

YEAR 3	
	Lessons / Subject Areas / Topics
Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.	Science-The body parts -Healthy eating – not so healthy -Exercise – body needs e.g. Sleep etc -Medicines the body needs Alcohol –Dangers.
Safe and unsafe substances used in the home and school and simple safety rules.	School rules. Sort it out videos- safe + unsafe substances – cut + stick activities Safety in the home Safety in school Safety in the neighborhood
Medicines and tablets, the reasons people use them, simple safety rules and school rules.	Asthma and other common illnesses-Discuss Medicines and tablets at home.-why would you use them -what is dangerous
People who through their work handle medicines and drugs, (for example, health professionals, chemists, shopkeepers). People who can help pupils when they have questions and concerns.	Geography-Shop visit Science-Nurse to show what they do. School nurse
People who can help pupils when they have questions and concerns.	School nurse. Designated teacher for pastoral care

YEAR 4

	Lessons / Subject Areas / Topics
Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.	Science –How to stay healthy and clean –Discuss/Drawing -Healthy and unhealthy food –Discuss/Drawing English –Healthy menus/proper clothing for winter Health-Dental hygienist visits PE -Keeping fit – number of jumps in a minute
Safe and unsafe substances used in the home and school and simple safety rules.	Science –identify safe/unsafe substances -reading/understanding warning symbols -storage of household substances Science/Health –never eat/drink at the computer – See safety list at Computer - no medication - children made aware of fire drill etc
Medicines and tablets, the reasons people use them, simple safety rules and school rules.	Worksheet – what’s safe to eat/not safe. Use of video to explain use of medication like inhalers. Discussion – some drugs i.e. antibiotics capol are helpful. Who gives medicine etc. Green cross code/School rules
People who through their work handle medicines and drugs, (for example, health professionals, chemists, shopkeepers). People who can help pupils when they have questions and concerns.	Science/English/RE – Discuss and draw people who help us Worksheet/Discussion – Who gives medicine/Why Make children aware of designated first aiders/Child protection teachers
People who can help pupils when they have questions and concerns.	Designated First Aiders / Teachers / Classroom assistants / Children themselves
Introduction to the drugs which pupils may encounter and an understanding that all drugs can be harmful if not used properly.	Introduce children to the idea of all medicines are drugs, if used correctly are helpful, if misused are harmful e.g. Capol Antibiotics and painkillers.

KEY STAGE 1 SKILLS, VALUES AND ATTITUDES

All skills, attitudes and values should be inherent throughout the curriculum in all four years at Key Stage 1.

Skills	Attitudes and Values
Personal likes and dislikes. Being friends with others. Communicating feelings and concerns about illness and taking medicines. Following simple safety instructions. For example, actions which pupils need to take to keep themselves and others safe. When and how to get help from adults. Knowing how and why to say ‘NO’.	Respect and caring for oneself and valuing the uniqueness of one’s own body. Respect and caring for others. Realising that it is sometimes appropriate and important to say “NO”. Realising that adults or older children are not always “friends”.

Key Stage 2 Drugs Education Programme.

YEAR 5 Programme

	Lessons / Subject Areas / Topics
More detailed information about the body, how it works and how to keep it healthy.	A healthy lifestyle – food, exercise, sleep and hygiene. Bones – skeleton, breathing, growing and movement.
School rules relating to medicines, alcohol, tobacco, solvents and other drugs.	Inhalers – in classroom / office. No administration of any medicines Use of fixatives / gold sprays (Teachers only) To be used only outside / open spaces. Smoke free school
Dangers from handling discarded drugs-related equipment.	Do not touch Report to adult
People who can help pupils when they have questions or concerns.	Teachers / Designated teacher / principal / Vice Principal / Circle time. Theme box – Children can ask questions / Share worries

YEAR 6 Programme

From Year 6 onwards the children will use “Drugs Education – Will Power Beware” as a guiding resource.

	Lessons / Subject Areas / Topics
More detailed information about the body, how it works and how to keep it healthy.	Science – Body organs /Functions /Body systems Healthy eating /Balanced diet /Exercise. Long /short term effects of exercise /lack of exercise
School rules relating to medicines, alcohol, tobacco, solvents and other drugs.	Inhalers – Office / Classroom? No administration of any medication Fixative sprays / Permanent Markers? Smokefree school
People who can help pupils when they have questions or concerns.	Teachers / Designated teacher / principal / Vice Principal Suggestion – Problem box
Different types of medicines (prescribed and over-the-counter), the value and life-saving qualities of some drugs; safety procedures when using medicines.	Define drugs <u>Science</u> / PSHE Why do people take drugs? List different types of drugs
Caffeine, alcohol, tobacco and other drugs pupils are likely to encounter, their general effects on the body and on behaviour, and the associated risks of drugtaking.	Science – healthy living / the body.
Identifying and understanding pressures and influences.	Circle time / Religion / Assemblies / Drama / Role play.
Simple first aid.	Find help / Inform and adult

YEAR 7 Programme

	Lessons / Subject Areas / Topics
More detailed information about the body, how it works and how to keep it healthy.	Body parts / organs / damage to organs – 11+ Factory for healthy lifestyle.
School rules relating to medicines, alcohol, tobacco, solvents and other drugs.	Do in relation to science (as above) but not in school rules.
People who can help pupils when they have questions or concerns.	Pastoral care policy – Circle / discussion / RE
Different types of medicines (prescribed and over-the-counter), the value and lifesaving qualities of some drugs; safety procedures when using medicines.	Science proper use of medicines / misuse of them Legal / Illegal drugs. Safe places – medicines - science
Caffeine, alcohol, tobacco and other drugs pupils are likely to encounter, their general effects on the body and on behaviour, and the associated risks of drugtaking.	Will Power On the Road to Health Anti- Drugs / tobacco etc. posters.
Dangers from handling discarded drugs-related equipment.	Using other peoples medicines / finding needles.
Introduction to the law relating to the use of legal and illegal drugs.	Differentiate between legal / illegal drugs. Against the law for under 16's – cigarette Under 18's – Alcohol.
People who might persuade pupils to take drugs, including friends, known adults, peers, older children, stereotypical images.	As part of the discussions above
Consideration of why some people take drugs. Identifying and understanding pressures and influences.	Will Power Book – peer Pressure – bullying - right to say no.
Simple first aid.	????????????

KEY STAGE 2 SKILLS, VALUES AND ATTITUDES

All skills, attitudes and values should be inherent throughout the curriculum in all three years at Key Stage 2.

Skills

Personal strengths and weaknesses. Handling social relationships. Expressing and communicating feelings and concerns about drugs and their use. Identifying risks.	Coping with peer influences. Communicating with adults. Making informed and healthy choices and knowing the consequences of actions. Keeping safe; giving and getting help.
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Attitudes and Values

Valuing oneself and other people. Attitudes towards the use of alcohol and tobacco within the home and the wider society. Parent/guardians' and teachers' reactions to drugs and their use.	Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them. Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs.
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*NB: Outside Speakers, such as a local health promotion officer or a Police Officer can fulfil a valuable expert role. Their contribution **must** be properly planned as part of an overall teaching programme.*

Appendix 2 MANAGING AN INCIDENT SUMMARY

Actions by members of staff in the event of a suspected drugs-related incident:

Individual Staff Member		As\ soon as possible inform Principal/designated teacher.
1	Assess situation and decide action;	
	2	Secure First Aid and send for additional staff support if necessary;
3.	Make situation safe for all pupils and other members of staff;	
	4.	Carefully gather up any drugs and/or associated paraphernalia/evidence. Pass all information /evidence to the designated teacher for drugs; and
5.	Write a brief factual report of the incident and forward it to the designated teacher for drugs.	

Designated Teacher for Drugs		
1	Respond to first aiders advice/recommendations regarding the incident;	
	2	In the case of an emergency inform parents/guardians immediately;
3.	Take possession of any substance(s) and associated paraphernalia found;	
	4.	Inform principal;
5.	Take initial responsibility for pupil(s) involved in suspected incident; and	
	6.	Complete an incident report form (see Appendix 14 of CCEA Guidance) and forward it to the principal.

Principal		
1	Determine the circumstances surrounding the incident;	
	2	Ensure that the following people are informed where relevant: Parents/guardians; - Community and Schools Involvement Officer (CSIO); - Board of Governors; - Designated Officer in ELB/CCMS.
3.	Agree pastoral and disciplinary responses including counselling services/support;	
	4.	Forward a copy of the incident report form to the chairperson of the Board of Governors and the designated officer within the ELB and CCMS if appropriate; and
5.	Review procedures and amend, if necessary.	

NB: School staff should not attempt to analyse or taste an unidentified substance.

The principal may determine the circumstances of all incidents but it is the responsibility of the PSNI to investigate any criminal offence.

Appendix 3: SCHOOL RESPONSE

We understand that it is not be appropriate to prescribe specific sanctions, which should be applied to suspected drugs-related incidents. (CCEA Guidance: Pg 34).

We have developed a range of options for responding to the identified needs of those involved in a drugs-related incident (listed below).

We aim to provide pupils with the opportunity to learn from their mistakes and to develop as individuals. Any sanction imposed will be justifiable in terms of:

- the seriousness of the incident;
- the identified needs of the pupil, other pupils, the school and the community;
- consistency with published school rules and expectations; and
- consistency with disciplinary action for breaches of other school rules (such as theft, violence, bullying).

Our Behaviour policy is based on a positive approach of praise, awards and merits to promote good behaviour. However, sanctions are necessary at times so that pupils understand that bad behaviour cannot be ignored.

An incident or activity occurs involving drugs will be approached in accordance with behaviour policy (Available on our website). All possible drug related incidents couldn't be specifically allocated a sanction of disciplinary approach. However, below are some general rules:

DISCIPLINARY PROCEDURES

Each case will be unique and considered on its merits, but general principles are:

- Parents will always be asked to come into School to discuss any drugs-related incident.
- In the event of illegal activity, the Police will be involved.
- The young person will, in the short term, be disciplined, but the need for longer term counselling and support to rebuild positive relationships and prevent further drug-misuse will be explored.
- Removal from play activities for a short periods for deliberately encouraging his peers to try the substance;
- Exclusion will not automatically result from a single incident of drug-misuse, but on the grounds of the safety of the School community as a whole, the School will seek advice from the CCMS designated officer and follow the CCMS guidelines/scheme before the possibility of suspension or expulsion.
- for the permanent exclusion of a young person supplying drugs. However, appropriate support for that young person will be actively sought.
- In the case of serious breaches of discipline or while a suspected drugs-related incident is being investigated a "**Behaviour Contract**" may be drawn up and agreed by the pupil and the parent/guardians.