



Montgomery High School

Drug Policy Guidance

Linked Policies: ***Drugs Policy***
 Medicines Policy
 First Aid

**Approved by the Student Welfare Committee under the powers delegated by the
Governing Body** **05/03/14**

Review Period: **3 years**

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1) Medicines

Some students may require medicines that have been prescribed for their medical condition during the school day. A long-term medical condition that has a substantial and adverse effect on a student's ability to carry out normal day-to-day activities is recognised as a disability and the school is mindful of its duties under the Disability Discrimination Act 1995 to have a school access plan.

Implementation:

- Staffing – managing medicines is the role of First Aid.
- Administration – medicines must only be administered in accordance with the prescriber's instructions, as displayed on the container/packaging.
- Self-management – in deciding whether students can carry and administer their own medicine the school will ensure that students have ready access to essential medicines, such as asthma inhalers, and that medicines are only accessible to those for whom they have been prescribed.
- Storage – some medicines should be readily available to students (e.g. their asthma inhalers) whilst some may require suitable storage (in a fridge, or a secure container)
- Storage and administration of medicines required in emergency circumstances such as allergic reaction or diabetic shock will be managed by First Aid
- Record keeping – an accurate record will be kept, by First Aid, of when medicines have been given or if a child has refused their medication.
- Medicines that have been prescribed for an individual must only be used by them and must not be given or passed to a third party.
- School staff must not give non prescribed medication to students.
- Any solvents or hazardous chemicals legitimately used by school staff or students, will be stored securely and managed to prevent inappropriate access or use.

2) Medical emergencies involving drugs

In every case of an incident involving drugs, the school should place the utmost priority on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If the school is in any doubt, it should seek medical assistance immediately.

3) Tobacco and e-Cigarettes

In keeping with a whole school approach advocated by the National Healthy School Standard, the school site is a no smoking area. This is reinforced by legislation enacted on 1 October 2007 making it illegal to sell tobacco products to persons under the age of 18'

Smoking cessation support is offered to members of staff and to students.

4) School trips

- A risk assessment will be carried out regarding the transport of students' essential and/or emergency medicines prior to any school trip
- Adherence to rules relating to illegal drugs, unauthorised drugs and/or medicines should be part of the consent form signed by the student or parent/carer prior to the trip.
- The senior trip leader will assume responsibility for the security of any transported medicines
- School procedures for incidents where infringement of this policy is suspected (as set out in this policy) apply in full
- If a drug incident is suspected or confirmed, the first priority is health and safety. The trip senior leader should inform the designated member of the Senior Leadership Team as soon as possible

5) Vulnerable groups

Some students are more vulnerable to drug misuse and other social problems. The school can help to reduce the impact of risk factors and strengthen protective factors.

See Appendix A – ‘Risk and Protective Factors for Vulnerable Groups’

Implementation:

Promote:

- Supportive and safe relationships
- Regular school attendance
- The ability to cope well with academic and social demands at school
- Strong and supportive social networks
- Good social skills
- Realistic self-awareness and self-esteem
- A good knowledge of the effects and risks of drugs
- A good knowledge of general health and how to ensure good mental health
- A good knowledge of how to access help and information
- Work with parents/carers, particularly around communication and setting boundaries
- Participation in extra-curricular activities
- Counselling and other support mechanisms

6) Students whose parents/carers or family member misuse drugs:

Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home and it is not deemed a child protection issue, the school should follow the following procedures:

- Assess the student’s welfare
- Assess each student’s support needs and involve other sources of support for the child and family, where appropriate
- Monitor student welfare in an ongoing fashion
- Staff should feel confident in identifying students who may be experiencing difficulties
- Ensure that vulnerable young people are identified and receive appropriate support through the curriculum, the pastoral system, or referral to other services
- All staff should be clear about where and how support can be accessed and how to make referrals

7) Drug education

The aims of drug education are to provide opportunities for students to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others’ actions.

Drug education is an entitlement for every student.

PSHE and citizenship provide an effective context for drug education because they focus on developing skills and exploring attitudes as well as learning about healthy and safe lifestyles.

Drug education will be delivered through well-planned PSHE and citizenship provision, incorporating the non-statutory frameworks for PSHE at Key Stages 3 and 4, the statutory citizenship programme of study at Key Stages 3 and 4 and the statutory requirements within the National Curriculum Science Order.

Drug education programmes will be designed to:

- Increase students' knowledge and understanding and clarify misconceptions about:
 - the short and long-term effects and risks of drugs
 - the rules and laws relating to drugs
 - 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
- Develop students' 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
- Enable students to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences

In addition:

- Drug education programmes will be planned in line with DFE guidance and statutory requirements
- Drug education programmes will take into account students', existing knowledge and understanding, special education needs, students who require regular medication and students with parents/carers or relatives who use or misuse drugs.
- Particular attention should be given to drug education for students who are vulnerable to drug misuse, have poor attendance, including those at risk of exclusion and those excluded from school, to ensure that their specific needs are addressed.
- Links will be drawn between drugs and other areas of PSHE, for example, emotional health and well-being and sex and relationship education
- Drugs education programmes will consider trends in local drugs use
- Drug education programmes will incorporate the contribution of citizenship education, providing opportunities for students to understand rules, laws rights and responsibilities, consider different points of view, explore moral, social and cultural issues and to discuss and debate topical issues

8) Continuity and progression within drug education

- The overall programme should be co-ordinated across the curriculum and from year to year.
- The school should liaise with feeder and receiver schools to ensure continuity and progression across the phases, and with colleges where students study part-time under the increased flexibility programme for 14-16 year olds.
- Drug education in Year 7 and 8 should reinforce and build upon drug education and primary schools.
- Students with SEN within all educational settings should receive their entitlement to drug education.
- Teachers should pay particular attention to enabling students to seek help and support when they need it.

- Teaching in drug education should reach the same high standard as for other subjects and focus in particular on establishing a supportive learning environment and using active and participatory teaching methods.
- Teachers should be the main providers of drug education. External contributors should be involved in a planned way, and where they can add value to the school's programme.
- The school should assess students' learning and monitor, evaluate and review drug education provision.

9) Students with special educational needs (SEN)

In planning drug education for students with special educational needs, teachers will need to consider whether:

- Particular aspects of the programme need to be emphasised/expanded or given more/less time. Materials from an earlier Key Stage might be used or adapted.
- Certain students should be given opportunities to revisit knowledge and skills in different contexts
- Activities should be adapted to provide support for students with difficulties in cognition and learning or communication and interaction. This could include placing a greater emphasis on discussion, modelling, role play and mechanisms for recording students' thoughts that do not rely on written materials.

Strategies to increase access to drug education include:

- Using information and communication technology (ICT) or exploring realistic scenarios to compensate for a lack of first-hand experience in some social situations
- Organising visits and providing real-life examples portrayed through theatre-in-education.
- Using specialist equipment and material such as sensory, large print and symbol textbooks.

10) Resources

- Drugs will be defined to include medicines, alcohol, tobacco, volatile substances and illegal drugs
- Students prior knowledge will be evaluated and outcomes incorporated into planning
- Activities will cover a range of learning and teaching styles
- Resources will be free from racial, gender and sexist stereotyping. Materials should be developed in consultation with students and encourage discussion and reflection
- Resources should be designed to develop knowledge, skills and attitudes and be adapted and/or differentiated for use with particular groups of students

11) Staff support and training

- Teachers should be familiar with the programme of study for citizenship and the framework for PSHE, relevant to the age range they teach, as part of their pastoral responsibilities.
- All school staff should have general drug awareness and a good understanding of the school drug and other related policies, including first steps in managing drug incidents and identifying and responding to students' needs.
- Attention will be drawn to the drugs policy during new staff induction and ongoing staff training
- Methods such as peer observation, team teaching, coaching and collaborative enquiry should be considered as means of further developing the skills of teachers delivering drug education
- Teachers of drug education will have access to high-quality support and a range of continuing professional development opportunities.

12) Assessment

The elements of drug education that form part of the science curriculum at Key Stages 1-4 must be assessed in accordance with the requirements of the National Curriculum. The learning from other elements of drug education should also be assessed as part of PSHE provision.

Assessment should identify:

- gains in knowledge and understanding and the relevance of this
- skills developed and put into practice
- influence on feelings and attitudes

Assessment should include both formative and summative approaches, incorporating assessment for learning, student self and peer assessment and teacher assessment

13) Monitoring

The quality, relevance and effectiveness of the drug education programme should be closely monitored by the Head of PSHE and Deputy Headteacher with overall responsibility for drug issues through:

- Lesson observations
- Sampling students' work
- Teacher feedback regarding schemes of work
- Monitoring of curriculum plans
- Including drug education as an agenda item at team meetings

14) Evaluation

Approaches to evaluation should include:

- Comparison with students' baseline knowledge, understanding and skills
- Feedback from students and teachers
- Participatory activities
- Ongoing and end-of-year students feedback evaluation, in the form of questionnaires

15) Review

Drug education provision should be reviewed on a regular basis

16) Taking temporary possession of and disposal of suspected illegal drugs

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed, or continued in relation to that drug, providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

School staff should not attempt to analyse or taste unknown substances.

Police can advise on analysis and formal identification, although this is normally carried out only if it will be required as evidence within a prosecution.

In taking temporary possession and disposing of suspected illegal drugs the school will:

- Ensure that a second adult witness is present throughout
- Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present.
- Store the sample in a secure location, such as the school safe or other lockable container with strictly limited access.

- Without delay notify the police, to arrange collection, storage and disposal The law does not require a school to divulge to the police the name of the student from whom the drugs were taken.
- Record full details of the incident, including the police incident reference number
- Inform parents/carers, unless this would jeopardise the safety of the student

17) Confiscation and disposal of other unauthorised drugs

- The presence of a second adult witness is advisable.
- Parents/carers should normally be informed and given the opportunity to collect alcohol or tobacco, unless this would jeopardise the safety of the child.
- The school will arrange for safe storage and disposal of volatile substances
- Parents/carers should collect and dispose of unused or date-expired medicines.

18) Disposal of drugs paraphernalia

- Needles or syringes found on school premises should be placed in a sturdy, secure, properly constructed sharps container, using gloves.
- Needles and syringes should not be disposed of in domestic waste.

19) Detection

Searches

The school will always seek consent and ensure that a second adult witness is present. If this is refused the school will consider whether to call the police. Searches should be conducted in such a way as to minimise potential embarrassment or distress.

Personal searches

When a person is suspected of concealing illegal or other unauthorised drugs, it is not appropriate for a member of staff to carry out a personal search; this includes the searching of outer clothing and inside pockets. Every effort should be made to persuade the person to hand over voluntarily any drugs, in the presence of a second adult witness. Where the individual refuses and the drug is believed to be illegal, and the school wishes to proceed along formal lines, then the police must be called. The police can conduct a personal search if they believe a crime has taken place, or to prevent harm to themselves or others following an arrest. The school is not permitted to detain a person without their consent unless a citizen' arrest is made.

Searches of school property

Staff may search school property, for example, students' lockers or desks if they believe drugs to be stored there. Prior consent should always be sought. Individuals should be made aware that if consent is refused the school may proceed with a search. However, where consent is refused, the school will need to balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause.

Searches of personal property

- The school will not search personal property without consent.
- If the school wishes to search personal property, including students' property stored within school property, for example a bag or pencil case within a locker, the school will seek consent.
- Where consent is refused the school will consider (in the case of students) notifying parents/carers, who may persuade their child to give consent or proceed along formal lines, calling the police.
- Consent should also be sought for searches of school property such as lockers, but such a search may be conducted even where consent is withheld.

After any search involving students, parents/carers should normally be contacted by the school, regardless of whether the result of the search is positive or negative.

Sniffer dogs and drug testing

The Headteacher is entitled to use such strategies and is best placed to make decisions on whether such approaches are appropriate.

Further Guidance: Appendix 10 - 'Drugs: Guidance for schools' – DfES/0092/2004.

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Sniffer dog demonstrations/educational visits

- If sniffer dogs are to be used for demonstration usual procedures apply should the sniffer dog indicate a trace on a student, member of staff or visitor to the school.
- The purpose of demonstrations or educational visits should be made clear.
- Demonstrations/educational visits should never be used surreptitiously as a detection exercise.

20) Establishing the nature of an incident

- The school will conduct a careful investigation to judge the nature and seriousness of each incident.
- Where more than one student is involved, students will be separated and a second adult witness should be present.
- Careful attention should be given to respecting the confidentiality of those involved
- The needs of those involved, the seriousness of the incident and the most appropriate response will be established
- If, during the course of the investigation, the school decides that the police should be involved detailed questioning should cease and be left to the police

21) A range of responses

Although not an exhaustive list, possible responses include:

- Early intervention and targeted prevention
- Referral
- Counselling
- Behaviour support plans
- Inter-agency programmes
- Fixed-term exclusion
- Pastoral support programmes
- A managed move to another school
- Permanent exclusion

Responses should serve to enforce and reinforce schools rules.

Sanctions should always be justifiable in terms of:

- The seriousness of the incident
- The identified needs of the student and the wider school community
- Consistency with published school rules, codes and expectations
- Consistency with disciplinary action for breaches of other school rules (such as theft, violence, bullying).

22) Early intervention and targeted prevention

The school has a role in identifying students who have drug-related needs. The process of identifying needs should aim to distinguish those who require additional information and education, those who could benefit from targeted prevention, and those who require a more detailed assessment of their needs. Students might require additional support if, for example:

- Their knowledge about drugs is low
- They rely upon frequent use of drugs

- Their drug use is affecting performance at school
- Their drug use is causing problems such as conflict at home
- They feel under pressure to use drugs
- They fall into an identified vulnerable group or are experiencing one or a number of risk factors
- Their (or someone else's) drug use is impacting on their behaviour and/or emotional health.

The school pastoral system and drug education programme will endeavour to:

- Provide targeted information and advice in relation to specific drugs, perhaps in small groups or on a one-to-one basis
- Develop students' self-esteem
- Develop skills such as strategies for seeking support
- Increase motivation to address drug use
- Facilitate access to activities of interest to students (such as youth clubs, extra-curricular activities and external provision as part of youth service or Drug Action Team activity) or vocational training, if appropriate.
- Liaise with the Connexions Service, which can identify need and co-ordinate the help of specialist agencies

23) Referral

The school should be ready to involve or refer students to other services when needed. These do not necessarily need to be drug specific agencies, and in some situations the general youth service or young people's counselling may be more appropriate. Where possible, and where this will not compromise the student's safety, the school should seek the involvement of the student's parents/carers in such a decision.

Referral procedures may vary where children are thought to be 'suffering or at risk of suffering significant harm' and the protocols of the Area Child Protection Committee are applicable. Clear referral criteria and communication routes should be established with a range of agencies, including young people's advice and treatment services.

Possible agencies include:

- The LA and Education Welfare Service
- the Medical Services
- Youth and Community Services
- Agencies providing specialist help, for example, young people's drugs services, social services, family support and child protection teams.

24) Counselling

In some instances, counselling may be identified as potential valuable to a student. Counselling may be provided by trained counsellors either on school premises or those of external agencies.

25) Parents/carers and drug incidents

Informing parents/carers

The school should involve parents/carers of a student in any incident involving illegal and other unauthorised drugs and explain how the school intends to respond to the incident and to the student's needs.

Implementation:

- The school will exercise caution in this respect if it suspects that to do this might put the child's safety at risk or if there is any other cause for concern for the child safety at home.

- In any situation where a student may need protection from the possibility of abuse, the school's child protection co-ordinator should be consulted and local child protection procedures followed
- Parents/carers should be encouraged to approach the school if they are concerned about any issues related to drugs and their child.

Parents/carers under the influence of drugs on school premises

When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. If a member of staff has concerns about discharging a student into the care of a parent/carer, child protection procedures should be invoked.

The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour.

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

26) Police involvement

If formal action is to be taken against a student, the police should make arrangements for them to attend a local police station accompanied by an appropriate adult for interview. Only in exceptional circumstances should arrest or interviews take place in school. An appropriate adult should always be present during interviews, preferably a parent/carer or duty social worker.

Legal drugs

The police will not normally need to be involved in incidents involving legal drugs, but the school may inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area.

Illegal drugs

The school has no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and wider community. The police should be involved in the disposal of suspected illegal drugs.

- The school will liaise closely with local police
- The school will inform the police of all incidents involving illegal drugs
- The Headteacher reserves the right to inform the police of all incidents involving the misuse of drugs, illegal or otherwise

27) The needs of students

- The school will ensure that students have access to up-to-Drug Action Team information on sources of help, including local and national help-lines (such as FRANK for illegal drugs, NHS Smoking Helpline for tobacco and Drinkline for alcohol) and a range of youth and community drug services.
- Vulnerable young people should be identified and receive appropriate support through the curriculum, the pastoral system, or referral to other services.
- All members of staff should feel confident in identifying students who may be experiencing difficulties and be clear about where and how support can be accessed.
- Information should be prominently displayed so that those in need of help and who are reluctant to approach school staff can easily access it.
- Drug education programmes should also include details of services and helplines, explain how they work and develop student confidence in using them.
- The school will liaise with the LA and Drug Action Team regarding the services and agencies available locally referral procedures.

See Appendix C for useful organisations and websites

28) Confidentiality

In managing drugs, the school needs to have regard to issues of confidentiality. Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to students. If a student discloses information which is sensitive, not generally known, or which the student asks not be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- Child protection
- Co-operating with a police investigation
- Referral 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.

It may be necessary to invoke child protection procedures if a student's safety is under threat. It should be only in exceptional circumstances that sensitive information is passed on against a student's wishes, and even then the school should inform the student first and endeavour to explain why this needs to happen.

These exceptions are defined by a moral and professional duty to act:

- When there is a child protection issue
- Where a life is in danger

29) Involvement of parents/carers

The school should ensure that parents/carers are:

- Made aware of the school's approach and rationale for drug education.
- Involved in the planning and review of the drug education programme and policy, for example, through questionnaires, mail shots or drug awareness evenings.
- Given information about their child's drug education and school rules in relation to drugs and details of how the school responds to drug incidents.
- Encouraged to support their child's learning at home, for example through shared learning activities.
- Able to access information about drugs and local and national sources of help e.g. 'A Parent's Guide to Drugs and Alcohol', FRANK helpline/website, the LA, the Healthy Schools Programme and the Drug Action Team.
- All involved, including those whose first language is not English.

See Appendix B – Strategies for raising parent/carer drug awareness

30) The role of governors

- A Deputy Headteacher will provide an annual report to Governors Academic Standards Committee regarding drug issues
- A designated Governor should oversee the drug education programme and monitor the implementation of the drugs policy
- The Governors Disciplinary Committee will rule on any appeal against a student's exclusion arising from drug issues
- Should a drugs issue result in the Headteacher permanently excluding a student, Governors are required to ratify or decline this course of action

Guidance

This policy is supported by and draws upon the guidance of:

'Drugs: Guidance for schools' – DfES/0092/2004. Date of issue: February 2004

Risk and Protective Factors for Vulnerable Groups

Vulnerable groups	Risk factors	Protective factors
<p>Homeless</p> <p>Looked after</p> <p>School truants</p> <p>Students excluded from school</p> <p>Sexually abused</p> <p>Prostitutes</p> <p>In contact with mental health and criminal justice system</p> <p>Children of parents with drug problems</p>	<p>Chaotic home environment</p> <p>Parents who misuse drugs or suffer from mental illness</p> <p>Behavioural disorders</p> <p>Lack of parental nurturing</p> <p>Inappropriate and/or aggressive classroom behaviour</p> <p>School failure</p> <p>Poor coping skills</p> <p>Low commitment to school</p> <p>Friendship with deviant peers</p> <p>Low socio-economic status</p> <p>Early age of first drug use</p> <p>Being labelled as a drug misuser</p>	<p>Strong family bonds</p> <p>Experience of strong parental monitoring with clear family rules</p> <p>Family involvement in the lives of children</p> <p>Successful school experiences</p> <p>Strong bonds with local community activities</p> <p>A caring relationship with at least one adult</p>

Strategies for raising parent/carer drug awareness

Many schools hold drug awareness sessions for parents/carers. These are usually facilitated by experts from the community. The following strategies have been useful in encouraging wider uptake:

- Combining a student performance or assembly, for example, where students demonstrate what they have learnt through their drug education.
- Offering drug awareness as part of a broader parenting or communication programme.
- Holding sessions in community settings or within organisations representing particular ethnic groups.
- Inviting parents/carers into school to learn alongside their children.
- Providing interpreters and language support.
- Involving other parents/carers and/or a multi-agency team in the delivery, including representatives from community and religious organisations and those already working with those parents/carers who are harder to reach.

Useful organisations and websites

ADFAM - admin@adfam.org.uk

Alcohol Concern - contact@alcoholconcern.org.uk

Alcohol Education Resource Directory - www.portmangroup.org.uk

ASH (Action on Smoking and Health) - www.ash.org.uk

Department of Health - www.doh.gov.uk/drugs

Drinkline - 0800 9178282

Drug Concern - 0845 1203745

Drug Education Forum - www.drugeducation.org.uk

Drugscope - www.drugscope.org.uk

Drug and Alcohol Education and Prevention Team - ed&prev@drugscope.org.uk

FRANK (replacing National Drugs helpline) - www.talktofrank.com

National Association for Children of Alcoholics - www.nacoa.org.uk

National Children's Bureau - www.ncb.org.uk

National Health Education Group - www.nheg.org.uk

National Tobacco Campaign - www.givingupsmoking.co.uk

Parents Against Drug Abuse (PADA) - www.btinternet.com/~padahelp/

Parentline Plus - www.parentlineplus.org.uk

QUIT - www.quit.org.uk

RELEASE - www.release.org.uk

Re-Solv - www.re-solv.org

DfE - www.DfE.gov.uk/parents

Young People's Websites

Health Development Agency - www.mindbodysoul.gov.uk

Pupil Line - www.pupilline.net

Think About Drink (NHS) - www.wrecked.co.uk

Information for Teachers

National Drugs Strategy - www.drugs.gov.uk

Citizenship Foundation Drug Action Team - www.citfou.org.uk

Drugs Education and Prevention Information Service (DEPIS) - www.doh.gov.uk/drugs/depis

Institute For Citizenship - www.citizen.org.uk

National Healthy School Standard - www.wiredforhealth.gov.uk

The National PSE Association for advisers, inspectors and consultants - www.nscopse.org.uk

NHS Responseline - 08701 555455

TeacherNet - www.teachernet.gov.uk/pshe

Government Campaign - <http://www.drugs.gov.uk/campaign>

Please note that information, website currency and contact details are subject to change.