



SUBSTANCE MISUSE AND DRUGS POLICY

Outlines the procedures for dealing effectively with Substance
misuse and Drugs

September 2016-
2019

The purpose of this Drug Policy is to:

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

Where and to whom the policy applies

This policy applies to the Academy premises

The guidance is for all staff and those responsible for providing guidance and support to pupils/students of the Academy

Definitions

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

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

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

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

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

- Medicines – some pupils may require medicines that have been prescribed for their medical condition during the Academy day – See Medicines Policy.
- Non-prescribed medicines – See Medicine Policy
- Volatile substances – must be securely stored to prevent inappropriate access or use.
- Alcohol is not permitted on Academy premises unless permission is given by the Academy governors for a special Academy event. The arrangements for storage and use must be agreed and adhered to.
- Tobacco – See separate Academy smoking policy.

The first concern in managing drugs is the health and safety of the Academy community and meeting the pastoral needs of the pupils. In every case of an incident involving drugs, the Academy will place the utmost priority in ensuring the safety of pupils and staff, providing first aid for any medical emergencies and summoning appropriate help before addressing further issues.

Staff with key responsibility

The designated senior member of staff with overall responsibility for all drug issues within the Academy is **Diane Worthington**. Her prime responsibility includes overseeing the planning and co-ordination of drug education and the management of drug incidents in accordance with the procedure laid out in this policy.

All staff should be fully aware of the procedures for managing incidents, including whom they should inform and who has authority regarding issues such as searching Academy property and involving the police.

Drug Education

Drugs Education provides young people with opportunities to:

- Develop their **knowledge, skills attitudes and understanding** about drugs
 - Develop an appreciation of the benefits of a healthy lifestyle, relating this to their own and others actions
- Drug education is a major component of drug prevention. Prevention of drug abuse will help social inclusion and reduce inequalities in health.

Objectives

- Increase young people's **knowledge and understanding** and clarify misconceptions about
 - The short and long-term effects and risks of drugs use
 - 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 and political issues surrounding drugs

- Develop 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
- Enable pupils to explore their own and other people's **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences (**See Appendix for expected learning outcomes**)

Drug Education is delivered through Statutory National Curriculum Science Orders, PSHE and Citizenship provision.

In each year, the needs of children/young people are first identified and lessons are planned at the appropriate level.

Provision is made for vulnerable pupils by assessing individual needs and working with external agencies to give the correct support

Drug Education of pupils with special educational needs is designed to be appropriate to their level of learning

Methodology

- Creating a safe, secure and supportive learning environment
- Ground rules
- Active learning approaches – action research/mind-mapping/case studies/circle time/creative writing literature/discussion/external contributors/drama visits/formal debate/group work/interactive ICT/local surveys/media analysis/peer education/questionnaires/role-play/simulations/structured games/theatre-in-education/video supported by follow-up discussion etc.

External contributors are always invited to give students first hand input. The staff will always share teaching the lesson and always be in the classroom. A copy of the drug policy will be made available to all outside speakers. Annually we have local Police officers attend YPEC and give students a talk on the dangers of drugs and offer advice.

Changes to the drug education provision – possibly in response to changing local needs, will be implemented when and where appropriate.

Review – drug education provision will be reviewed on a regular basis to tie in with the Academics healthy Academy audit and action plan.

Detection

Always ensure that a second adult witness is present. The police may need to be called in.

Personal Searches: **It is not appropriate for a member of staff to carry out a personal search.** Every effort should be made to persuade the person to hand over voluntarily any drugs. Where the young person refuses, the drug is believed to be illegal and the Academy wishes to proceed along formal lines, then the police must be called. **Police will make every effort to attend as soon as possible though this will depend on ongoing incidents.**

The police can conduct a personal search if they believe a **young person is carrying drugs**, or to prevent harm to themselves or others following an arrest.

Searches of Academy property – staff **may** search the pupils' bags and storage boxes if they believe drugs to be stored there. **Prior consent from the pupil should always be sought. Academics must not search personal property without consent.** Where consent is refused consider notifying parents/carers, who may persuade their child to give consent or if they wish to proceed along formal lines call the police.

After any search involving pupils, the Academy, regardless of whether the result of the search is positive or negative, must contact parents/carers.

Responding to drug incidents

Drug incidents may include:

- Drugs or associated paraphernalia found on Academy premises
- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge for their age
- A pupil is found in possession of drugs or associated paraphernalia
- A pupil is found to be supplying drugs on Academy premises (friends sharing drugs/pupil being coerced to supply drugs, a group of friends taking it in turn to bring drugs in for their own use)
- A pupil, parent/carer or staff member is thought to be under the influence of drugs
- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- A pupil discloses that they or a family member/friend are misusing drugs

A careful investigation will take place to judge the nature and seriousness of each incident, the needs of those involved and the most appropriate response. For example:

- What does the pupil have to say?
- Is this a one-off incident or longer-term situation?
- Is the drug legal or illegal?
- What quantity of the drug was involved?
- What was the pupil's motivation?
- Is the pupil knowledgeable and careful or reckless as to their own and others' safety and how was the drug being used?
- What are the pupil's home circumstances?
- Does the pupil know and understand the Academy policy and Academy rules?
- Where does the incident appear on a scale from 'possession of a small quantity' to 'persistent supply for profit'?
- If supply of illegal drugs is suspected, how much was supplied, and was the pupil coerced into the supply role, were they 'the one whose turn it was' to buy for others, or is there evidence of organised or habitual supply?

If during the course of the investigation the Academy decides that the police should be involved they should cease immediately to enable the police to conduct a full detailed enquiry.

Any response will balance the needs of the individual with those of the wider Academy community, and aim to provide pupils with the opportunity to learn from their mistakes and develop as individuals.

Possible responses include:

- Early intervention and targeted prevention
- Referral
- Counselling
- Behaviour support plans
- Inter-agency programmes
- Fixed-period exclusion (**please use Record of Incident form**)
- Pastoral support programmes
- A managed move
- Permanent exclusion

Some responses may serve to enforce and reinforce Academy rules. Any sanctions will always be justifiable in terms of:

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

Parents/Carers under the influence of drugs on Academy premises

When dealing with parents/carers under the influence of drugs on Academy premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, discuss with the parent/carer if alternative arrangements could be made, for example, asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of 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 parents/carer becomes abusive or violent, staff should consider whether to invoke child protection procedure and/or the involvement of police.

Staff conduct and drugs

Tobacco – Staff must leave the site to smoke.

Alcohol – Restriction of drink and other drug use in Academy hours and on Academy trips. There should be no consumption of alcohol by any staff while they have care of children/young people, in or out of Academy.

Staff misuse/abuse – if this is known or suspected the appropriate North Lincolnshire Council policy and procedures should be followed.

The role of the police

Legal drugs:

The police will not expect to be routinely involved in incidents involving legal drugs but the Academy will inform the police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area.

Illegal drugs:

Academy 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 Academy and wider community. **The police should, however, be involved in the disposal of suspected illegal drugs.**

Neighbourhood Sergeants

Scunthorpe South, Sergeant James Main - James.McKellarMain@humberside.pnn.police.uk
- **01724 275389**

Scunthorpe North, Sergeant Jo York - Joanne.York@humberside.pnn.police.uk
- **01724 272207**

Barton and District, Sergeant Dave Burton - David.Burton@humberside.pnn.police.uk
- **01724 272242**

Brigg and District, Sergeant Liz Staff - Elisabeth.Staff@humberside.pnn.police.uk
- **0845 60 60 222 ext 4409**

The needs of pupils

The Academy will ensure that pupils have access to up-to-date information on sources of help. Local and national help lines (including FRANK, NHS Smoking Helpline and Drinkline), youth and community services and drug/health services will be prominently displayed so that those in need of help and who are reluctant to approach Academy staff can easily access it. Drug education programmes will also include details of services and helplines, explain how they work and develop pupil confidence in using them.

Referral and external support

In every case of an incident involving drugs, the Academy will place the utmost priority on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues.

Referral:

Please use Record of Incident form and send to Jane Warden- see appendices for form and contact details

First contact to request support is Stuart Sutton Tel: 01652 656005

Possible agencies who could become involved include :

- The LEA, for example, the Inclusion team (Jane Warden 07717587937)
- The Careers Service
- The Academy Health Team
- The Youth Service
- The Youth Offending Team
- Agencies providing specialist help, for example, young peoples drugs services, family support and child protection teams.

Confidentiality

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to the pupil. If the pupil discloses information that is sensitive, not generally known and which the

pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- Child protection and Inclusion
- Co-operating with a police investigation
- Referral to external agencies

Every effort should be made to secure the pupil's agreement to the way in which the Academy intends to use any sensitive information.

Involvement of parents/carers

The Academy will ensure that parents/carers are:

- **Made aware of the Academy's approach and rationale for drug education**, for example, through the Academy prospectus or handbook and/or via drug awareness evenings
- **Involved in the planning and review of the drug education programme and policy**, for example, through questionnaires, mail shots or newsletters, focus group sessions, drug awareness evenings.
- **Given information about their child's drug education and Academy rules in relation to drugs**, for example, through newsletters, parent/carer notice boards. It is essential that all parent/carers understand how the Academy will respond to drug incidents and allay parental concerns following any serious incidents.
- **In any incident involving illegal and other unauthorised drugs the Academy will involve the parents/carers**, unless this would jeopardise the pupil's safety.
- **Able to access information about drugs and local and national sources of help.**

The role of the Management Panel

As part of their general responsibilities for the strategic direction of the Academy, panel members have a key role to play in the development of the Academy's policy on drugs.

In accordance with the recommendations for National Healthy Academy Status, a panel member will be appointed with specific responsibilities relating to the provision of drug education and policy development, although this is not a statutory requirement. The designated member will also contribute to any case conferences called, or appeals against drug-related exclusions.

Training can be arranged if required.

External Agencies (Local)

North Lincolnshire Police

Headquarters Tel No. 0845 6060222

Academy Community Police Officer Michael Gains

Specialist Health Promotion Service

Scawby House

Health place

Wrawby Road

Brigg

Tel No 01652 601207 (information leaflets can be obtained)

North Lincolnshire County Council

Education Inclusion Service

Jane Warden 07717587937

Academy Sports Development Officers

Ellen Layton
01724 297327
Claire Vickers
07717587267

Alcoholics Anonymous in Scunthorpe

Tel No 01724 270556

DRUGS	SMOKING	ALCOHOL
National drugs helpline-Talk to Frank 0800 776600 (24 hour)	Quit line 0800 002200	Al –Anon 0171 403 0800 Gives free confidential advice and support to people who have to live with someone else’s drinking
Drugs in Academy helpline 0808 8000 800 Information service for parents, teacher and pupils concerned about drugs in Academics	NHS helpline 0800 1690196	Drinkline 0500 801802 (24 hour free helpline)
Resolve 01785 817885 Information service on all aspects of solvent abuse		
Adfam 0171 9288900 Gives free confidential advice and support to friends and family of drug users		

Useful Web sites

www.wrecked.co.uk	Alcohol information
www.petepayne.com	General teen health site
www.talktofrank.com Also 0800 776600	Government website about drugs
www.healthycentres.gov.uk	Healthy Centres

Appendix 1

Suggested Learning Outcomes from DfES and QCA

Key Stage 1 Drugs Education

Knowledge and Understanding

Pupils should be taught:

- To agree and follow rules for their group and classroom, and understand how rules help them (eg simple safety rules)
- About the role of drugs as medicines **Sc**
- That household products, including medicines, can be harmful if not used properly
- Rules for and ways of keeping safe (eg rules for medicines) and about people who can help them to stay safe (eg the police, health professionals)

Skills

Pupils should be taught:

- To share their opinions on things that matter to them and explain their views (eg about illness and taking medicines)
- To recognise, name and deal with their feelings in a positive way
- To recognise choices they can make, and recognise the difference between right and wrong
- How to make simple choices that improve their health and well-being

During the key stage, pupils should be taught the **knowledge, skills and understanding** through opportunities to:

- take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them)
- make real choices
- meet and talk with people
- ask for help

Attitudes

Pupils should be taught:

- To take part in discussion with one other person and the whole class (eg by exploring attitudes to medicines and other substances)
- To take part in a debate about topical issues

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through opportunities to:

- Feel positive about themselves
- Take part in discussions
- Consider social and moral dilemmas that they come across in everyday life (eg attitudes to smoking and alcohol)

Key Stage 2 Drugs Education

Knowledge and Understanding

Pupils should be taught:

- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. **PSHE and C**
- About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health. **Sc**
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. **PSHE and C**
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. **PSHE and C**
- Which commonly available substances and drugs are legal and illegal, their effects and risks. **PSHE and C**
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. **PSHE and C**
- Centre rules about health and safety, basic emergency aid procedures and where to get help. **PSHE and C**
- Where individuals, families and groups can get help and support. **PSHE and C**

Skills

Pupils should be taught:

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society. **PSHE and C**
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. **PSHE and C**
- To recognise the different situations and then decide how to behave responsibly, including road use, and judging what kind of physical contact is acceptable or unacceptable. **PSHE and C**
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. **PSHE and C**
- To recognise and challenge stereotypes. **PSHE and C**

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through opportunities to:

- Meet and talk with people. **PSHE and C**
- and information and advice (for example, through helplines; by understanding about welfare systems in society) **PSHE and C**

Attitudes

Pupils should be taught:

- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. **PSHE and C**

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the opportunities to:

- Take responsibility **PSHE and C**
- Feel positive about themselves **PSHE and C**
- Consider social and moral dilemmas that they come across in life. (eg attitudes towards smoking and alcohol) **PSHE and C**

Key Stage 3 Drugs Education

Knowledge and Understanding

Pupils should be taught:

- About the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people. **C**
- About the work of community-based, national and international voluntary groups. **C**
- How to keep healthy and what influences health, including the media. **PSHE**
- That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health. **PSHE**
- That the abuse of alcohol, solvents and other drugs affects health. **Sc**
- Basic facts and laws, including Academy rules about alcohol and tobacco, illegal substances and the risks of misusing prescribed (and over-the-counter) drugs. **PSHE**
- Basic emergency aid procedures and where to get help and support. **PSHE**

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the opportunities to:

- Find information and advice. **PSHE**

Skills

Pupils should be taught:

- To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel. **PSHE**
- To recognise when pressure from others threatens their personal safety and well being, and to develop effective ways of resisting pressures, including knowing when and where to get help. **PSHE**
- About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively. **PSHE**
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships (*e.g. recognising that not all young people use drugs, alcohol or tobacco*) **PSHE**
- To communicate confidently with their peers and adults. **PSHE**

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through opportunities to:

- Participate (*e.g. in developing and putting into practice Academy policies about drugs and alcohol*) **PSHE**
- Meet and work with people (*e.g. people who can give them reliable information about health and safety issues, such as Academy nurses, community drug awareness workers*) **PSHE**
- Find information and advice (*e.g. about drug misuse*) **PSHE**

Attitudes

Pupils should be taught:

- About the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people (*e.g. by considering attitudes towards law-breaking and the criminal justice system in relation to drugs, alcohol and tobacco*) **C**

- How to empathise with people different than themselves. **PSHE**

During the key stage, pupils should be taught the **Knowledge, skill and understanding** through opportunities to:

- Feel positive about themselves. **PSHE**
- Consider social and moral dilemmas. **PSHE**

Key Stage 4 Drugs Education

Knowledge and Understanding

Pupils should be taught:

- About the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems (eg in relation to drug, alcohol and tobacco laws) **C**
- About the work of parliament the government and the courts in making and shaping the law (eg laws on use, misuse and supply, the reclassification of substances etc **C**
- To think about the alternatives and long- and short-term consequences when making decisions about personal health **PSHE**
- The effects of solvents, alcohol, tobacco and other drugs on the body functions **Sc**
- The health risks of alcohol, tobacco and other drug use, and about safer choices they can make **PSHE**
- To know about the statutory and voluntary organisations that relate to drug, alcohol and tobacco use **PSHE**

Skills

Pupils should be taught:

- To recognise influences, pressures and sources of help and respond to them appropriately **PSHE**
- To research a topical political, spiritual, moral, social or cultural issue problem or event by analysing information from different sources, including ICT based sources, showing an awareness of the use and abuse of statistics **C**
- To use assertiveness skills to resist unhelpful pressure **PSHE**
- To seek professional advice confidently and find information about health **PSHE**
- To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques **PSHE**
- To use their imagination to consider other peoples experiences and be able to think about, express, explain and critically evaluate views that are not their own **C**
- To negotiate, decide and take part responsibly in Academy and community-based activities **C**
- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support **PSHE**

During the key stage pupils should be taught the **knowledge, skills and understanding** through opportunities to:

- Participate (*e.g. in an initiative with local shopkeepers to highlight the law on selling tobacco to young people*) **PSHE**
- Find information and provide advice **PSHE**

Attitudes

Pupils should be taught:

- About the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and justice systems (*e.g. by considering attitudes towards the law and the role of the criminal justice system in relation to drugs in the UK and elsewhere*) **C**
- To research a topical political, spiritual, moral, social or cultural issue, problem or event (*e.g. young people's attitudes and values in relation to substance use*) by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics **C**

During the key stage, pupils should be taught the **knowledge, skills and understanding** through opportunities to:

- Feel positive about themselves **PSHE**
- Consider social and moral dilemmas **PSHE**

Those marked with **Sc** are part of the National Curriculum Science requirement, those with **C** Citizenship and those with **PSHE** part of the non-statutory guidance for PSHE

PRIVATE & CONFIDENTIAL



RECORD OF INCIDENT INVOLVING UNAUTHORISED SUBSTANCES

- 1 For substance misuse help and advice, telephone – Stewart Sutton, Young Person’s Substance Misuse Co-ordinator 01652 656005
- 2 Copy the form
- 3 Send the copy to Jane Warden, Inclusion Support Officer, c/o Hearing Impaired Unit, 46B Newdown Road, Southpark Industrial Estate, Scunthorpe DN17 2TX, or Jane.Warden@northlincs.gov.uk within 24 hours of the incident. Attach to standard exclusion letter if applicable.
- 4 KEEP the original, storing securely

Date of incident: <input style="width: 150px;" type="text"/>		Time of incident: <input style="width: 150px;" type="text"/>	
Tick to indicate the category: Drug or paraphernalia found ON Academy premises <input type="checkbox"/> Emergency/intoxication <input type="checkbox"/> Pupil in possession of unauthorised substance <input type="checkbox"/> Pupil supplying unauthorised substance on Academy premises <input type="checkbox"/>		Pupil disclosure of substance use <input type="checkbox"/> Disclosure of parent/carer substance misuse <input type="checkbox"/> Parent/carer expresses concern <input type="checkbox"/> Incident occurring OFF Academy premises <input type="checkbox"/>	
Tobacco	Alcohol	Volatile substances/ Aerosol	Prescribed medication (e.g. tranquillisers, Ritalin, Methadone)
Illicit substance – Please describe substance below (appearance, texture, odour)		Required medical intervention <input style="width: 50px;" type="text" value="Y / N"/>	
Name of pupil: <input style="width: 150px;" type="text"/>		SEN <input type="checkbox"/>	Looked After <input type="checkbox"/>
<input style="width: 150px;" type="text"/>		Gender: <input type="text" value="M / F"/>	Young Parent <input type="checkbox"/>
<input style="width: 150px;" type="text"/>		Year Group: <input type="text"/>	Ethnicity: <input type="text"/>
Drug found/removed <input type="text" value="Y / N"/>	<input style="width: 150px;" type="text"/>	Disposal arranged <input style="width: 150px;" type="text"/>	If police reference number: <input style="width: 150px;" type="text"/>
Working with YOT? <input type="text" value="Y / N"/>			
Academy Contact for referral <input style="width: 150px;" type="text"/>		<input style="width: 150px;" type="text"/>	
		Date: <input style="width: 150px;" type="text"/>	
		Time: <input style="width: 150px;" type="text"/>	

Brief description of incident:

Other action taken (please include any agency involvement):

Details of Exclusion

Fixed term: **months:**

months:

months:

(if relevant):

Internal support:

Referral to other agency?