

Offensive Weapons and Controlled Drugs in Educational Settings

Guidance for Schools, Colleges and Other Educational Settings (Registered and Unregistered)

November 2021

Updated January 2022



It is critical that local areas create climates in which practitioners are supported to work with the 'messiness' of exploitation – utilising professional curiosity and a range of engagement techniques to understand a young person's life and work with them to create safety.

This will support practitioners to hold onto risk, and therefore hold onto young people, in the acknowledgement that placing them elsewhere or scoring their vulnerability won't necessarily leverage a reduction in that risk.

Research in Practice, Safeguarding and exploitation - complex, contextual and holistic approaches: Strategic Briefing (2019)

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Acknowledgements

This guidance has been written collaboratively and scrutinised with professionals from the following groups and agencies:

- Safeguarding in Education Team
- Safer Options' Education Inclusion Managers
- Families in Focus
- Avon and Somerset Constabulary
- Keeping Bristol Safe Partnership: Education Reference Group
- The Adverse Childhood Experiences Health Integration Team: Education Working Group
- Serious Youth Violence Strategic Group
- Violence Reductions Operations Group
- Bristol Drugs Project
- BE Project
- Youth Offending Team

1. Context and Definitions

This guidance has been written to support educational professionals to make robust, safe, and proportionate decisions when responding to concerns about offensive weapons and controlled drugs on the setting's site. This guidance supports multi-agency partnership working to ensure that children and young people are protected from additional risk and exploitation, not just in the short term but also in the long term.

The Ofsted publication '[Safeguarding Children and Young People in Education from Knife Crime – Lessons from London 2019](#)' highlights five main objectives to address the issue:

- Improving partnership working and strategic planning
- Sharing and promoting good practice in relation to exclusions, managed moves and negotiated transfers
- Coordinating early help and prevention
- Improving information-sharing
- Implementing safeguarding via PSHE and other areas the curriculum, to ensure children are supported to achieve

Legal Definitions

Knife possession

There are numerous offences and legislation relating to the possession of weapons and knives. These include:

Prevention of Crime Act 1953 (“the 1953 legislation”)

- Having an offensive weapon in a public place – section 1
- Threatening with an offensive weapon in public – section 1A

Criminal Justice Act 1988 (“the 1988 legislation”)

- Having a bladed or sharply pointed article in a public place – section 139
- Having a bladed or sharply pointed article on school or further education premises – section 139A
- Threatening with a bladed article in a public place or on school or further education premises – section 139AA
- Manufacture, sale or hire, or offer for sale or hire, expose or have in their possession for the purpose of sale or hire, or lending or giving an offensive weapon to any other person – section 141
- Possess prohibited offensive weapons in private: S141(1A) as inserted by S46 Offensive Weapons Act 2019
- Possession of certain prohibited knives: Section 1A Restriction of Offensive Weapons Act 1959

An offensive weapon is any article which is made, intended, or adapted to cause injury. These can include:

- a) Those that are made as an offensive weapon (e.g., knuckle-duster, dagger, gun) or adapted (e.g., broken bottle) for use for causing injury to the person; and

- b) Weapons not made or adapted (e.g., kitchen knife, spanner, hammer) but intended by the person having it with them for causing injury to the person.

The only exception to the bladed or sharply pointed provision is a folding pocketknife, and only if the blade does not exceed 3 inches. Typically, this would catch 'Swiss Army' style utility knives. 'Folding pocketknife' means immediately foldable, simply by pressing it into place. If any further action is required, such as pressing a button or releasing a catch (as is the case with a lock knife), the knife is not a 'folding pocketknife'.

However, a folding pocketknife with a blade of less than 3 inches will be an offensive weapon if carried with the requisite intent. Similarly, a screwdriver is not a bladed article but could be an offensive weapon with the requisite intent.

All other bladed articles, for instance kitchen knives or a foldable cut-throat razor are covered by this legislation irrespective of length.

As the intent, actions, and circumstances around carrying a weapon will be unclear without further investigation, all weapon possession incidents should be reported to Safer Options' Education Inclusion Managers. A discussion will be undertaken with relevant Police teams so that further assessment and/or investigation can be undertaken.

BB Guns

Possession of these types of guns under legislation is not an offence as they are deemed to be toys. However, if from a school or college's perspective they break school rules, they could be seized and retained in line with guidance [Searching, screening and confiscation. Advice for head teachers, school staff and governing bodies 2018](#).

It could be an offence if a BB gun is used or threatened as an imitation firearm. Police advice should be sought in this instance.

Furthermore, if an item is found which is suspected to be a gun but it cannot be ascertained whether it is a genuine firearm or not, it should be treated as a firearm and the police should be called immediately (via 999 or 101) to ensure that all parties are safe.

It is good practice to report any possession of a BB gun to the Police, as it could be deemed to be an indicator of child criminal exploitation or serious youth violence.

It should be noted that all weapons that are banned in public by the Criminal Justice Act 1988 (including zombie knives, shuriken or death stars, and knuckledusters) are now also banned in private. This means that people can no longer keep them at home. Schools should report evidence of private possession of these items to the police ([Ban on knives, firearms and offensive weapons comes into force - GOV.UK \(www.gov.uk\)](#)).

Illegal substances

Possession of Drugs

Drugs are 'controlled drugs' if they are specified as being of Class A, B or C, as set out in Parts I, II or III of Schedule 2 of the Misuse of Drugs Act 1971. Carrying controlled drugs is illegal.

Each drug that is individually controlled is specified by reference to its proprietary and/or chemical name (as opposed to a brand name), which can be further described within the Misuse of Drugs Act 1971 (like cannabis). Controlled drugs can be specified as either being a drug, or the derivative of a drug, pertaining to a chemical base and its variations, which is used to bring more than one drug under the legislation.

You can be charged even if you did not know what you had in your possession was a controlled drug or if the drugs belonged to you or not.

Not all possession offences are charged. If you are found in possession of drugs for personal use, the police may deal with this in the form of a warning or diversion scheme for your first offence.

Supply of drugs

An offence has been committed if you have sold or are found sharing controlled drugs with others, even if the recipient did not pay for them.

Possession of drugs with intent to supply

If you are in possession of controlled drugs, and either there is evidence that you were intending to supply those drugs, or you have an amount that is inconsistent with personal use, an offence of possession with intent to supply could have been committed.

2. Legislation and National Guidance

Over-Arching Legislation and Principles

Equality Act 2010

Schools must not discriminate against, harass, or victimise pupils because of their protected characteristics. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet. *Under the [Public Sector Equality Duty](#), schools can make 'reasonable adjustments' to policies and practices if a student has a diagnosed or undiagnosed learning disability.*

[The Lammy Review 2017](#) highlights a significant issue of racial bias and BAME over representation in the Criminal Justice System. This highlights our Public Sector Equality Duty to consider and develop cultural competencies around race and ethnicity when exercising our professional powers.

Human Rights Act 1998

Right to respect for private life (Article 8): In this context means that pupils have the right to expect a reasonable level of personal privacy. This is particularly relevant in relation to [Searching, screening and confiscation. Advice for head teachers, school staff and governing bodies 2018](#)

Data Protection Act 2018 and GDPR

The GDPR and Data Protection Act 2018 does not prevent, or limit the sharing of information for the purposes of keeping children and young people safe or promoting their welfare. For further information please read [Information sharing; advice for practitioners providing safeguarding services 2018.](#)

Welfare	Education	Criminal
<p>S. 17 Children Act 1989 Provision of services for children in need, their families, and others.</p> <p>S. 47 Children Act 1989 Safeguarding and promoting the welfare of a child who is suspected of, or likely to be suffering significant harm.</p> <p>For further guidance please read: Working Together to Safeguard Children 2018</p> <p>S. 3 Modern Slavery Act 2015 Defines the meaning of exploitation. The Modern Slavery Act 2015 consolidates existing offences of human trafficking and slavery and encompasses trafficking for all forms of exploitation</p> <p>For further guidance please read Child Exploitation disruption toolkit 2019 .</p>	<p>S.175 Education Act 2002; S.94(1) and (2) Education Skills Act 2008; S.342 Education Act 1996. Education settings to promote the wellbeing and safety of children who attend their setting.</p> <p>For further guidance, please read: Keeping Children Safe in Education 2021</p> <p>S. 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.</p> <p>For further guidance please read Searching, screening and confiscation Advice for head teachers, school staff and governing bodies 2018</p> <p>s.52 Education Act 2002. Provides rules governing exclusions from schools, academies, and pupil referral units in England.</p> <p>For further information please read Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion 2017.</p>	<p>S. 139 Criminal Justice Act 1988 Prohibits having with you in a public place any article which has a blade or is sharply pointed, (included a folding pocketknife if the cutting edge of its blade exceeds 7.62cm/ 3inches)</p> <p>S. 139A Criminal Justice Act 1988 Creates offence of processing an article with a blade or sharp point or an offensive weapon on school premises.</p> <p>S.1 Prevention of Crime Act 1953 Prohibits the possession in any public place of an offensive weapon without lawful authority or excuse.</p> <p>S141(1A) Criminal Justice Act 1988 Possession of prohibited offensive weapons in private.</p> <p>Section 1A Restriction of Offensive Weapons Act 1959 Possession of certain prohibited knives.</p> <p>S. 2 Misuse of Drugs Act 1971 Imposes a complete ban on the possession, supply, and manufacture, import and export of controlled drugs except as allow by certain regulations or licence. Parts I, II or III of Schedule 2, sets out the classification of controlled drugs into classes A, B and C.</p>

3. Prevention

Education settings may already be taking action to prevent incidents of offensive weapons or controlled drugs being brought into school, if they are adhering to statutory guidance [Keeping Children Safe in Education 2021](#). Every setting is different and will serve different communities and there is a need to reflect on the principles of safeguarding where settings adhere to the following key concepts:

1. It could happen here
2. Professionals should always act in the best interests of the child

The following points are considerations which could support minimising the risk of incidents taking a contextual safeguarding approach (Adapted from Beyond Referrals; Firmin, Lloyd & Walker 2018).

Context

1. School professionals understand, and are aware of, current and emerging issues (locally and nationally) which may be affecting students. The school will work with community groups, parents, and students to understand the impact of any change to relevant local issues.
2. The school has identified and uses pathways to engage with in local contexts (engagement with the local Police, youth services and community groups). These could identify positive and protective activities in your communities for young people to engage with. Families in Focus could support with identifying what is happening in your local area.
3. The school environment is reviewed regularly in terms of health, safety and safeguarding. When an incident of harm occurs on the school site, necessary steps are taken to prevent future incidents. This could include a large fight or an intruder on site which results in a lock down.

Consider completion of [Debrief and Lesson learned form and a Post Incident Support Checklist from the Department for Education](#). If required, consider completing a [Contextual Safeguarding School Assessment](#).

4. There are key areas of the city that can be deemed to be a safeguarding concern and a risk to young people. Should your school have concerns about an area of the local neighbourhood, or key hot spots, consider completing a [Contextual Safeguarding Neighbourhood assessment](#) (in conjunction with Safer Options) around assessing risk in the communities and being able to take action to keep those spaces safe in partnership with other key agencies.

Culture

1. Ensure all staff have awareness training about peer-on-peer abuse, serious youth crime, criminal and sexual child exploitation, and drug awareness. Training can be sourced through;
 - [Safeguarding in Education webpage](#) for DSLs and strategic leads.
 - A menu of services via Locality Families in Focus teams and Safer Options which will provide awareness whole school training in relation to Child Criminal Exploitation and Serious youth violence.
 - The Avon and Somerset Police via Operation TOPAZ for whole school child exploitation awareness training as well as drugs awareness courses via Operation ADDER

[Please see [Appendix 2 Local contacts](#)]

2. Ensure that students have had the opportunity to learn and develop knowledge of how to keep safe through quality PSHE / Relationships and Sex Education in line with [national guidance](#). Please see [PSHE Association](#) for framework and further guidance (see [Appendix 1](#)).

Local Resources:

- For a targeted approach for more vulnerable children, please consider using the '[Deal or No Dealer](#)' teaching resource board game.
 - Avon and Somerset Police maintain the youthandpolicing.co.uk website providing free PSHE resources around Policing themes for teachers to deliver. In addition, for further information about support available from Avon and Somerset Constabulary, speak to your School Link Officer or Youth Project and Engagement Coordinator at youthcoordinators@avonandsomerset.police.uk
3. The school ethos must promote positive behaviour related to children keeping themselves safe and respecting each other and adults. The staff and students should recognise this and participate in the development, shaping and reviewing of the culture.
 4. There is a clear ability for students to raise concerns both explicitly and discreetly. Ensure that students know who they can talk to. Schools can access, deliver and promote the work of [Fearless.org](#) (a young person friendly version of Crime Stoppers) a service that allows you to pass on information about crime anonymously. This could be done via safeguarding notice boards, assemblies, or virtual student spaces.
 5. Student wellbeing is resourced, and various sources of support are available for those in need. Consideration could be benchmarked against the Bristol Healthy Schools standards about [Mental Health and Wellbeing in schools](#). Such support may involve liaison with multi-agency partners and other external organisations.
 6. The school strives to understand the lived experiences of students and the influence of communities in which they live. Schools should ensure that all students are treated fairly and equally, and that staff are fully aware regarding issues of equality and bias when responding to incidents.

Policies

1. Ensure that the Behaviour Policy is aligned with the Safeguarding/Child Protection Policy with consideration of a trauma informed approach, which considers Adverse Childhood Experiences (ACEs).
2. Where possible, consider your duties under the [Public Sector Equality Duty](#).
3. Ensure the Behaviour and Safeguarding Policies are consistent with legislation, statutory guidance, and local arrangements. For instance, Under section 89 of the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012, the head teacher/principal must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year. Best practice would be that this is developed with students, staff, parents, and governing body. This should be accessible to all your school community, there should be opportunities to read and understand the Behaviour Policy.
4. Consider reviewing the Behaviour Policy alongside the Health & Safety Policy and processes to ensure a contextual safeguarding approach in relation to the school environment. For example, taking action to improve safety in areas of the school that students have identified as spaces where they feel unsafe. See [School and college security; guidance to help schools and colleges manage their security effectively so they can meet their obligations 2019](#). Consider completing the [Self-assessment emergency incident planning checklist](#).

Practice

1. Regular auditing of the use of systems for recording information about pupils including safeguarding systems. Ensure that vulnerable children are identified through cross referencing of behaviour, attendance, and attainment records. Ensure that where necessary differentiation takes place, in particular for your [SEND](#) students and take action where practice breaches of the Public Sector Equality Duty occurs (negative discrimination against those with protected characteristics).
2. Ensure that you assess vulnerable students' cases at least on a termly basis, or as required. Action plans should be generated and reviewed on a regular basis. Case management can include peer groups as well as individual students.
3. Data trends are identified to enable preventative action and interventions to take place. This could include reviewing incidents of peer-on-peer conflict, such as bullying, online disputes or fights. Considerations should be given to completing a [Contextual Safeguarding Peer Group assessment and mapping](#).
4. Ensure consideration is given to utilising multi-agency partnerships to develop a more holistic understanding of a child/ young person. These can include, but not limited to
 - School Health Nurse
 - Primary Mental Health Specialist
 - Police
 - Youth Offending Team
 - Safer Options Education Inclusion Managers and Youth Justice Support Workers
 - Families in Focus (e.g., Team Around the School offer*)

- Social care (if CIN/CP)
- HOPE Virtual School (if CLA)
- Bristol Drugs Project
- Barnardo's (ROUTES programme)

*The Team around the School meetings may provide a forum to ensure professionals can share information and work together to take safeguarding action (please see Appendix 6 for List of local Agency contacts).

4. Responding if an offensive weapon is suspected or found

The flow diagram below has been adapted from National Police Chiefs Council's [When to Call the Police, Guidance for Schools and Colleges](#) to reflect local resource and practice. The following guidance is to support practitioners around the steps to take when responding to an incident in which a student is found in possession an offensive weapon.

Particular care needs to be made in relation to the following guidance [Searching, Screening and Confiscation, Advice for Headteachers, School Staff and Governing Bodies 2018](#).

When completing a search, please ensure the following:

- That there are two members of staff in the room.
- That the search is conducted discreetly.
- That you explain the purpose of the search to the student.
- Record the name of the person requesting the search and the reasons for the search.
- Record the time, date and location of the search and any items found. Please then ensure that this is recorded on your safeguarding system, even if you do not find anything during the search.
- Inform parents/carers that a search has taken place and clearly explain the reasons for it.

If, following a search no items are found, you still have reasonable suspicion, please consider why, and record the reasons.

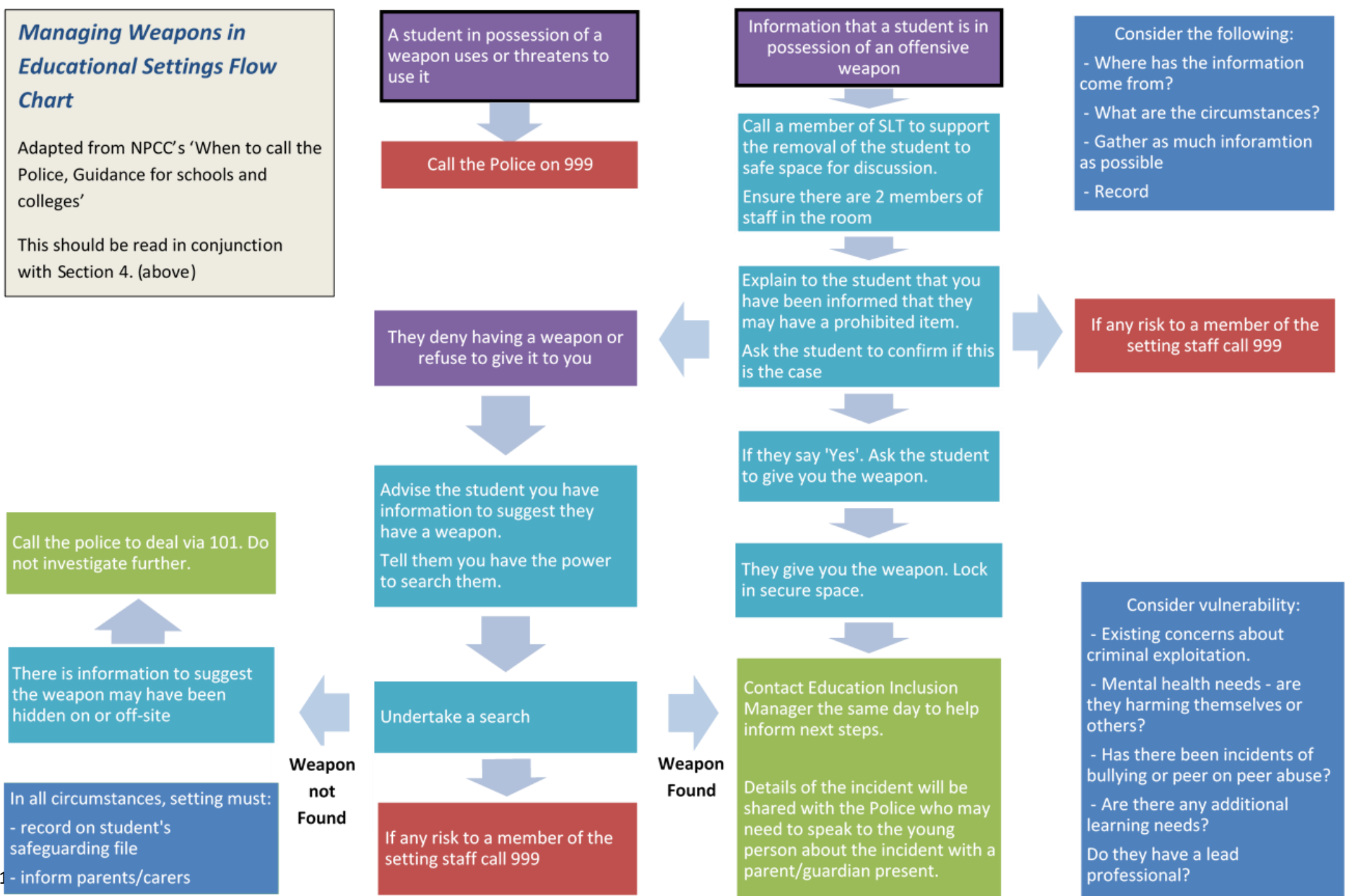
If a young person refuses to be searched, but you have reasonable grounds to suspect they are in possession of a weapon, or a weapon may have been hidden off site or in the educational setting call 101 and / or your Education Inclusion Manager for further support.

If a weapon has been used or there is a threat of use, the Police should be called immediately on 999.

Managing Weapons in Educational Settings Flow Chart

Adapted from NPCC's 'When to call the Police, Guidance for schools and colleges'

This should be read in conjunction with Section 4. (above)



Call the police to deal via 101. Do not investigate further.

There is information to suggest the weapon may have been hidden on or off-site

In all circumstances, setting must:
 - record on student's safeguarding file
 - inform parents/carers

Weapon not Found

Weapon Found

Consider vulnerability:
 - Existing concerns about criminal exploitation.
 - Mental health needs - are they harming themselves or others?
 - Has there been incidents of bullying or peer on peer abuse?
 - Are there any additional learning needs?
 Do they have a lead professional?

5. Weapons in Schools: Next Steps

It is important that you take robust, safe, and proportionate actions when deciding what to do next. The following points are important to consider when taking next steps:

1. In all cases, advice can be sought from the Education Inclusion Managers (Safer Options Team) as additional information/intelligence should inform the management of risk and identify actions which safeguard and promote the welfare of the student. A response should occur within 48 hours. Consider assessing vulnerability with a view to identifying underlying need. This information will determine what steps you could take to ensure the safety and wellbeing of the students involved (and all young people within the setting) when implementing school policies.
2. Avon and Somerset Police will be informed about the incident either if the school contacts them directly (via 101 or 999) or via the Safer Options team. A discussion should take place involving the relevant Police teams, to ensure that consideration is given to any existing police intelligence or concerns. A Police officer may need to speak to the young person about the incident to understand the intent and circumstances of the weapon incident.
3. Whilst the responsibility for making decisions about suspensions or permanent exclusion remains with the head teacher/principal, it is recommended that where vulnerability has been identified, decisions are made with support from the Safer Options Education Inclusion Managers.
4. In accordance with [School Exclusion 2017 – statutory guidance](#), head teachers should consider early intervention and support, rather than permanently excluding a child for carrying an offensive weapon. Children who have been excluded appear to be more at risk of committing criminal offences. It is important that exclusions are used only when it is deemed to be a proportionate and reasonable sanction. Schools should consider their graduated response and ensure that all options have been exhausted to support maintaining a child's school place.
5. A coordinated assessment is conducted by Safer Options' Education Inclusion Managers and appropriate support allocated. The student can receive targeted intervention from a Youth Justice Support Worker. However, additional targeted support could be offered as part of a package pending further assessment of risk.
6. If the student is a Child in Care, Child in Need or subject to a Child Protection Plan, please inform the Hope Virtual School and named social worker. If the student is not open to a service but may require longer term support, you may be advised by Safer Options/ Families in Focus to make a referral to First Assessment.
7. If you have intelligence to share regarding Child Sexual Exploitation or Child Criminal Exploitation, share intelligence with the police via [Operation Topaz](#).

Criminal Justice Pathway

Avon and Somerset Constabulary recognise that offending by children is often a symptom of other challenges that they face in their lives. It is a priority for the Police to ensure that young people are not unnecessarily criminalised, and every opportunity is taken to divert them away from offending and the reachable and teachable moments are maximised.

In support of the above priority, a new policy has been introduced.

The Police will work with partners to provide diversionary and/or educational interventions to a young person under 16 (and in exceptional circumstances to those aged 16-17) and have been found in possession of a knife or offensive weapon. However, there can be no aggravating factors, such as a concern caused to member(s) of public; or degree of danger (i.e., use of, or threatened violence in the commission of the offence and/or size and type of knife/weapon, i.e., machete); links to gangs or drug dealing/county lines; or any knife / weapon offences in the past including previous Outcome 22 for knife and weapon possession.

The young person must accept some responsibility for the offence and be open to receiving support and/or assistance in the form of a diversionary or educational intervention. If the young person undertakes the intervention, no further action will be taken against them for the weapon possession offence. This is referred to as an Outcome 22.

The Avon and Somerset Constabulary wish to encourage schools to report incidents of weapon possession to the Police directly or via Safer Options. Schools can attend or contribute to the Out of Court Disposal Panel at which the incident will be discussed, and proportionate response and diversionary intervention agreed.

If the young person fails to engage with the intervention, the matter will return to the Out of Court Disposal Panel for review and they will propose appropriate next steps based on a further assessment of the risks or harm that the young person poses to themselves or others. All alternative options will be considered including other criminal justice sanctions.

Evidence will need to be gathered and the young person may be interviewed by the Police. The interview will be conducted in a child focused and friendly manner with a parent or guardian present and is likely to be at the child's home rather than a police station.

Please note that the support for the young person and their family offered by the Education Inclusion Managers, Safer Options and Families in Focus can proceed irrespective of the criminal justice pathway or outcome.

Criminal Records, Disclosure and Barring

There can be concerns regarding the impact of criminal conviction or caution on a young person's future employment and prospects. The rules regarding the automatic disclosure of cautions and convictions on a DBS certificate are set out in legislation. On 28 November 2020, a change in legislation meant that youth cautions (including conditional cautions), warnings and reprimands will not be disclosed automatically on a Standard or Enhanced DBS certificate.

<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>.

The disclosure and barring service operates under Part V of the Police Act (for disclosure) and Para 19 of the Safeguarding Vulnerable Groups Act (for barring functions). Within the Act for disclosure purposes, a chief officer of a force can disclose any information that they reasonably believe to be relevant without any specific reference within law (for example certain offences under 12 and 13 of the Sexual Offences Act 1956). Should the tests for relevancy, credibility and proportionality be passed, anything could be considered available for disclosure purposes.

Neither disclosure in accordance with S113b(4) of the Police Act 1997 (on Enhanced Criminal Record Certificates), nor the provision of information to the DBS in accordance with Paragraph 19, Schedule III of the Safeguarding Vulnerable Groups Act 2006 (both as amended by the Protection of Freedoms Act 2012) are outcome driven. Disclosure is considered based on the potential risk that the individual poses to the vulnerable groups that are protected by the statutory safeguarding regime.

6. Responding if a Controlled Drug is suspected or found

The flow diagram below (p. 22) has been adapted from National Police Chiefs Council's (NPCC) [When to Call the Police, Guidance for Schools and Colleges](#) to reflect local resource and practice. The following guidance is to support practitioners around the steps to take when responding to an incident in which a student is found in possession of small quantity of a controlled drug on-site at an education provision. Particular care needs to be made in relation to the following guidance [Searching, Screening and Confiscation, Advice for Headteachers, School Staff and Governing Bodies 2018](#).

When completing a search, please ensure the following:

- That there are two members of staff in the room.
- That the search is conducted discreetly.
- That you explain the purpose of the search to the student.
- Record the name of the person requesting the search and the reasons for the search.
- Record the time, date and location of the search and any items found. Please then ensure that this is recorded on your safeguarding system, even if you do not find anything during the search.
- Inform parents/carers that a search has taken place and clearly explain the reasons for it.

If, following a search no items are found, you still have reasonable suspicion, please consider why, and record the reasons.

If a young person refuses to be searched, but you have reasonable grounds to suspect they are in possession of a controlled drug, or that the item may have been hidden off site or in the educational setting call 101 and / or your Education Inclusion Manager for further support.

If there is evidence that the quantity of the drug is inconsistent with personal use, or there is evidence of drug supply, the Police should be called immediately on 999

Controlled Drugs in School pathway

The NPCC's guidance specifies that "If a small quantity [of drugs/a substance] is found, a school or college can manage the incident in line with their drug policy – consider a referral to a local young person's drug service for support and intervention". In line with this advice, the Drugs in Schools pathway is designed to support young people who have been found in possession of a small, personal amount of a controlled drug in school, college, or other educational provision. It aims to also support the setting in managing incidents of this sort and to help them to access the appropriate intervention for the young people in their care.

After you have dealt with the incident, please call your local Education Inclusion Manager via the Families in Focus office on the relevant number set out below. Within 48 hours a meeting should be arranged between the education provision, the locality Education Inclusion Manager, the young person, and a parent/carer.

The Education Inclusion Managers will work with you to understand the nature of the incident and build a picture of the background of the young person. They will review the incident with the appropriate school staff and put forward recommendations to support the young person's next steps. This might include

access to targeted support from Bristol Drugs Project/New Leaf, mentoring or possible Safer Options support. Each incident will be managed on a case-by-case basis to facilitate the best outcome for the young person.

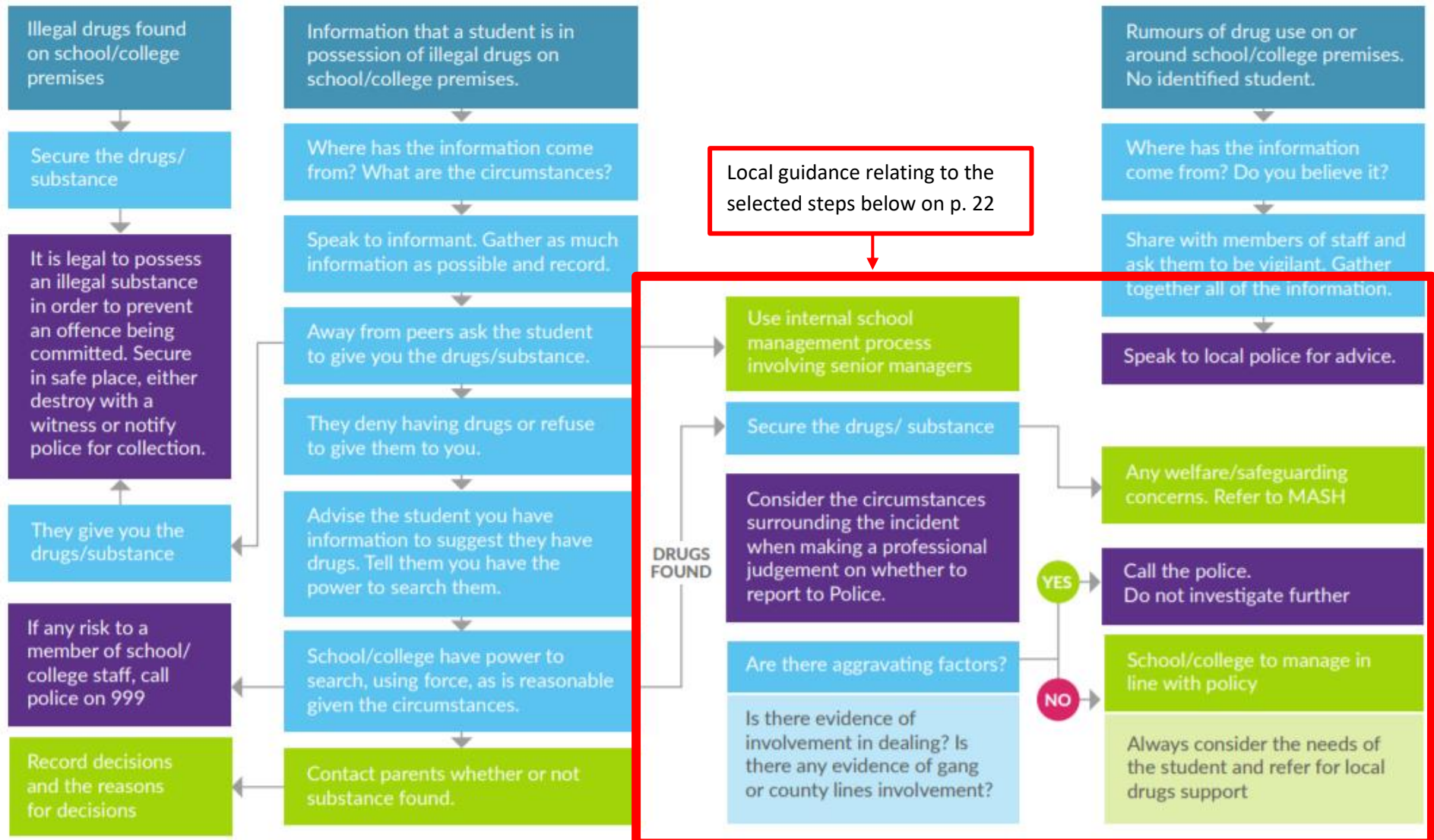
This guidance should complement your current behavioural policies and is in line with the National Police Chiefs Council (NPCC) guidance. We encourage you to make reasonable adjustments to those policies to best safeguard students and maintain their school place.

Education Inclusion Managers

Ingrid Hooper	Ingrid.Hooper@bristol.gov.uk 07881 329114	<i>Families in Focus - South</i> 0117 903 7770
Calum Paton	Calum.Paton@bristol.gov.uk 07880 069820	<i>Families in Focus - East/Central</i> 0117 357 6460
Ross Moody	Ross.Moody@bristol.gov.uk 07880 069890	<i>Families in Focus - North</i> 0117 352 1499

ILLEGAL DRUGS

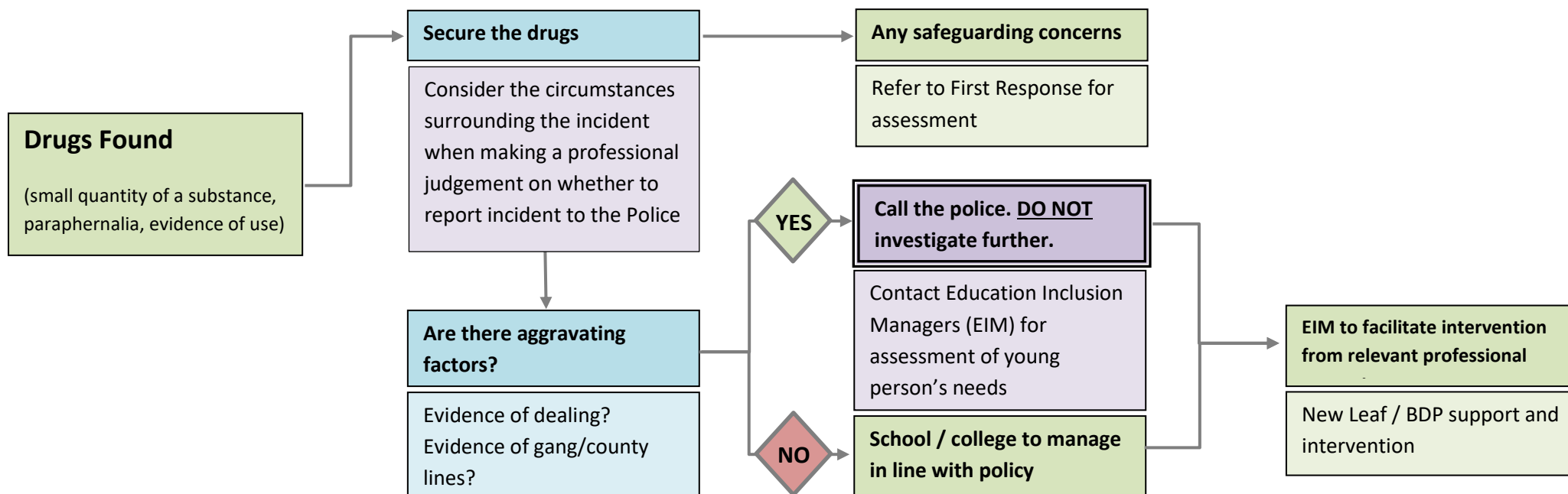
Definition: Misuse of Drugs Act 1971: It is an offence for any person to unlawfully have a controlled drug in their possession. It is an offence to supply, or be concerned in the supply of a controlled drug. It is an offence to offer to supply, or be concerned in making an offer to supply a controlled drug.



The National Police Chiefs Council's 'When to call the police' guidance for schools and colleges states:

"If a small quantity [of drugs/a substance] is found, a school or college can manage the incident in line with their drug policy – consider a referral to a local young person's drug service for support and intervention"

<https://www.npcc.police.uk/documents/Children and Young people/When to call the police guidance for schools and colleges.pdf> (p. 6.)



Keeping Children Safe In Education (Sept. 2020) p. 7-8

"All staff should be aware of their local early help process and understand their role in it... All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence."

7. Drugs in Schools: Next Steps

It is important that you take robust, safe, and proportionate actions when deciding what to do next. The following points are important to consider when taking next steps:

1. In all cases, advice can be sought from the Education Inclusion Managers (Safer Options Team) as additional information/intelligence should inform the management of risk and identify actions which safeguard and promote the welfare of the student. A response should occur within 48 hours. Consider assessing vulnerability with a view to identifying underlying need. This information will determine what steps you could take to ensure the safety and wellbeing of the students involved (and all young people within the setting) when implementing school policies.
2. If appropriate, Avon and Somerset Police will be informed about the incident either if the school contacts them directly (via 101 or 999) or via the Safer Options team. A discussion will take place involving the relevant Police teams, to ensure that consideration is given to any existing police intelligence or concerns. A Police officer may need to speak to the young person about the incident to understand the intent and circumstances of the drug possession incident.
3. Whilst the responsibility for making decisions about suspensions or permanent exclusion remains with the head teacher/principal, it is recommended that where vulnerability has been identified, decisions are made with support from the Safer Options Education Inclusion Managers.
4. In accordance with [School Exclusion 2017 – statutory guidance](#), head teachers should consider early intervention and support, rather than permanently excluding a child for being found in possession of a controlled drug. Children who have been excluded appear to be more at risk of committing criminal offences. It is important that exclusions are used only when it is deemed to be a proportionate and reasonable sanction. Schools should consider their graduated response and ensure that all options have been exhausted to support maintaining a child's school place.
5. A coordinated assessment is conducted by Safer Options' Education Inclusion Managers and appropriate support allocated. The student can receive targeted intervention from a Drugs Youth Worker via Bristol Drugs Project or New Leaf. However, additional targeted support could be offered as part of a package pending further assessment of risk or need.
6. If the student is a Child in Care, Child in Need or subject to a Child Protection Plan, please inform the Hope Virtual School and named social worker. If the student is not open to a service but may require longer term support, you may be advised by Safer Options/ Families in Focus to make a referral to First Assessment.
7. If you have intelligence to share regarding Child Sexual Exploitation or Child Criminal Exploitation, share intelligence with the police via [Operation Topaz](#).

Criminal Justice Pathway

As with knife and weapon possession, it is a priority to Avon and Somerset Constabulary to ensure that young people are not unnecessarily criminalised, and every opportunity is taken to divert them away from offending and the teachable moments are maximised.

Avon and Somerset Constabulary offer young people aged 10-17 an alternative route for drug possession and drunk and disorderly offences in the community, known as the Youth Alcohol Drug Diversion (YADD).

The YADD is a drug and alcohol intervention delivered by local Youth Offending Services or local Youth Drug Services. In Bristol, the scheme is delivered by the Bristol Drugs Project. It is delivered on a 1-to-1 basis to which the young person must attend and engage with the Youth Drug Worker.

The intervention aims to educate young people about the use of drugs so they can make more informed decisions about their drug use and reduce or stop taking illegal drugs. It also educates them on the harms of excessive alcohol use.

If the young person attends and engages with the Youth Drug Worker, then no further action is taken for the offence of Drug Possession or Drunk and Disorderly (known as Outcome 22).

To be eligible, the offence must be possession or attempted possession of any controlled drug (including Class A, B or C).

The possession must only be a personal amount with no indication that the offence could be one of Possession with Intent to Supply. A young person aged 10-17 years with any criminal history can be offered a YADD.

Evidence will need to be gathered and a Police Officer will need to interview the Young Person with an appropriate adult such as a parent or guardian present. The interview will be conducted in a child focused and friendly manner and is likely to be at the child's home rather than a police station. The young person must admit the offence and be open to receiving support and/or assistance by attending the YADD.

The Drugs in Schools pathway is aligned with the YADD and is designed to support young people who have been found in possession of a controlled drug in school, college, or any other educational setting.

Appendix 1: Education Resources

Click on hyperlinks to be taken to their webpages. Please note, we have not given any of these resources a kite mark

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/home-office-knifefree-lesson-plans-ks34-%E2%80%93updated>

<https://www.safe4me.co.uk/portfolio/knife-crime/>

<https://noknivesbetterlives.com/practitioners/resources/>

<https://www.youthandpolicing.co.uk/>

<https://www.redcross.org.uk/get-involved/teaching-resources/knife-crime>

http://www.knifecrimes.org/teachers_pack.pdf

<https://northernalliance.scot/wp-content/uploads/2017/02/Weapon-Awareness-booklet-.pdf>

<https://integrateuk.org/>

<https://y-stop.org/>

Local Teaching Resources

Dealer or No Dealer Game - (contact info@hollykirkam.co.uk for more details)

Dealer or No Dealer is a board game designed to raise awareness of criminal exploitation and how the grooming process works. It will facilitate conversations regarding serious youth violence and it will also inform young people how they can protect themselves from being targeted for exploitation. It has been designed in response to research by the Children's Society confirming that the earlier we can intervene and teach young people how to avoid being groomed, the less likely they will be coerced into making poor decisions. This is also in line with the 2018 Home Office Serious Violence Strategy.

The game is provided to practitioners as part of a training programme, which will cover criminal exploitation case studies and look at how we can identify young people at risk or already involved. We will also use contextual safeguarding exercises in order to carefully plan the required interventions. These interventions can be supported by an additional resource pack.

Other discussion topics generated include:

- Knife crime;
- Stop and search advice;
- Cannabis risks and harm reduction advice;
- Role models and aspirations;
- The importance of asking for support and the skills required to do this;
- Learning from the mistakes of others;
- The harsh realities of selling drugs in comparison to the misleading glamour; and
- Human trafficking laws in relation to county lines.

YouthandPolicing.co.uk

This website maintained by Avon and Somerset Constabulary including PSHE resources. For more information about engagement or other support offered by Avon and Somerset Constabulary please speak to your School Link Officer or the Youth Project and Engagement Coordinator on youthcoordinators@avonandsomerset.police.uk

www.avonandsomerset.police.uk/report/incidents-at-school-college/

For information on When to Call the Police and guidance and links to the online reporting tool.

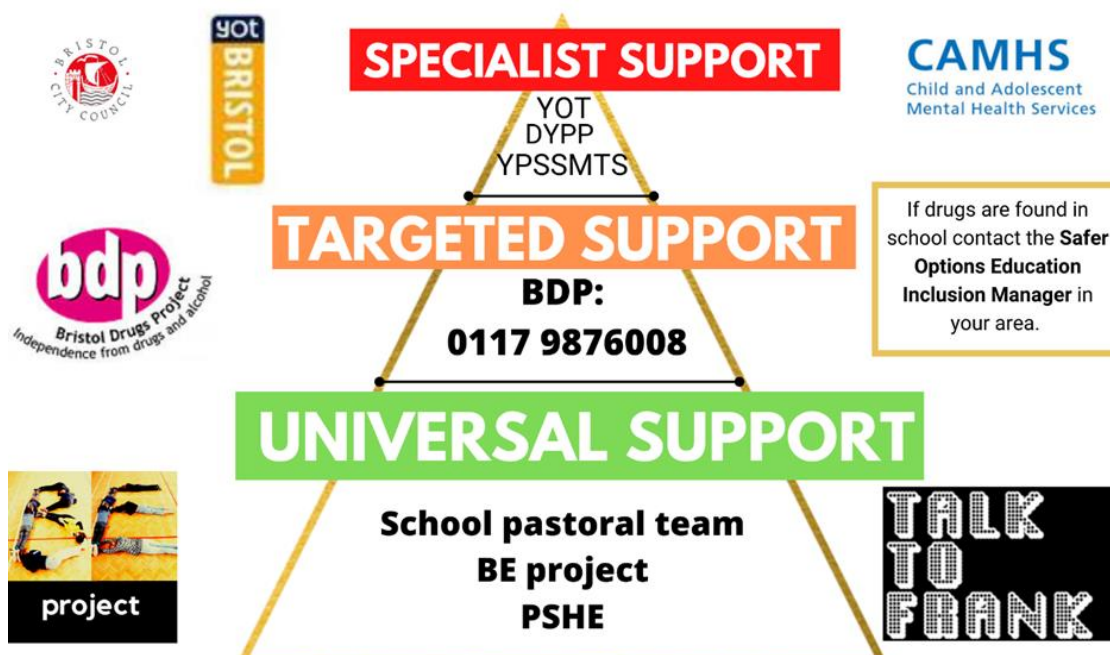
Drugs Support and Resources

In Bristol we have a comprehensive network of harm reduction support for young people (see diagram). All harm reduction support services work with children and young people to deescalate drug use and mitigate the risks of problematic drug use. Bristol Drugs Project are funded to deliver short term targeted interventions with young people who are:

- affected by parental/ familial substance misuse
- at risk of or currently using substances
- at risk of or currently being criminally exploited to sell drugs
- have been arrested in the community for drug possession.

If young person needs support for a longer period, they may be able to access drug treatment services, they are:

- Young People Substance Misuse Treatment Service (YPSSMTS) a CAMHS based service for those with complex or clinical needs
- Drugs and Young People's Project (DYPP) a service for children at strengthening families and above who are using drugs or who are affected by family substance misuse.
- If young people are engaged with Youth Offending Team (YOT) they may be able to access drug treatment with the YOT drugs worker



Appendix 2: Local contacts

ALP Hub - The Alternative Learning Provision Hub arranges and commissions alternative provision in Bristol. The ALP Hub provides advice to schools, professionals, parents, and alternative learning providers

Avon and Somerset Police – Respond to crime and related incidents. They will also respond in cases of where exploitation is identified. The force covers Bristol, Bath and North East Somerset, North Somerset, and South Gloucestershire. Intelligence can be shared with the police with a view to tackle perpetrators of exploitation. Every school should have a named point of contact within their local neighbourhood team.

Operation Topaz – an approach to tackle Child Sexual Exploitation in Avon & Somerset. Agencies share intelligence to investigate reports, disrupt offenders and support victims. Information can be shared via an online reporting form.

Barnardo's - ROUTES Project - In partnership with Learning Partnership West, ROUTES is a project which supports children and young people where there are known risks or concerns around peer-on-peer violence, knife crime and criminal exploitation. Staff provide 1-to-1 support and targeted group work sessions for vulnerable young people.

Bristol Drugs Project - BDP Youth Work– In partnership with Creative Youth Network – BDP work across Bristol in schools, colleges, and other educational settings to provide support and advice to children who are using alcohol or drugs. The service provides 1-to-1 support and group workshops.

Child and Adolescent Mental Health Services – Primary Mental Health Specialists - support frontline professionals who work with children and young people aged five to eighteen and their carers when there are concerns about mental health and emotional wellbeing. The PMHS can be contacted at the local CAMHS clinic in their area.

Families In Focus – Locality based services providing case work and specialist early help support for children and families. Workers provide edge of care and edge of custody support to young people in Bristol. Additional advice and guidance are offered to schools via the Team Around the Schools.

Fearless.org - a site where young people can access information and advice about crime and criminality. Fearless is a service that allows you to pass on information about crime anonymously. Educational resources are also available on the site for professionals.

PSHE Association -

Our Programme of Study for PSHE education (key stages 1-5) aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). A specific unit has been created in conjunction with the Home Office for KS3 and KS4 for lessons around knife crime.

Safeguarding in Education Team – supports educational settings around safeguarding policies and procedures. The team coordinates strategic approaches to develop and embed best practice in the education workforce.

Safer Options (Core Team) – a strategic city-wide team tackling emerging issues of serious youth violence, criminal exploitation and young people and county lines. Safer Options have operational Education Inclusion Managers and Youth Justice Workers based in the locality Families in Focus teams.

School health nurse team - The service will ensure that every parent and child/young person has access to health advice, support and signposting (including sexual health, emotional and mental health issues) as well as support in relation to healthy lifestyles.

Youth Offending Team - work with young people affected by criminality. This can include helping young people at a police station, providing an appropriate adult. They supervise young people serving a community sentence, support young people awaiting sentence, help offenders understand the effects of their crime, and offer victims of crime the chance to take part in restorative justice.

Out of Court Disposal Panel – These are weekly meetings where the YOT work with the police and other agencies to discuss cases where a youth caution/youth conditional caution might be more appropriate than charging a young person with an offence.



WIS FORM

If a pupil is found with an offensive weapon on the school site, follow your school’s policy in the first instance.

If you have any immediate questions, then contact the Safeguarding in Education Team – 0117 9222710.

Once the weapon and the pupil/family have been dealt with then contact your local Families in Focus office.

North Ross Moody – 0117 3521499 mob: 07880069890

East/Central Calum Paton – 0117 3576460 mob: 07880069820

South Ingrid Hooper - 0117 9037770 mob: 07881329114

An Education Inclusion Manager and a Youth Justice Support Worker will visit your school within 48 hours. They will help you assess the situation by running background checks and discussing with the pupil and their family. It is their role to identify any support that will benefit the pupil and the school. The case will be flagged to the Police who will have some oversight should the need arise for follow up at a multiagency panel.

If there is any disclosure of risk of harm by the young person, their family or carer we have a duty of care to pass this on to the relevant service.

Child/young person name:	
Date of birth:	
Ethnicity:	
Date of incident:	
Address and contact details	
Reason for assessment:	

Details of the incident:

Current context/Information known			Actions
Signs of Safety	What are you worried about?	What’s going well?	What needs to happen next?
Home: (Parent/ Carer)			
School: (Professionals / Peers)			
Community:			
Police:			
Young Person Voice			What needs to happen? (Actions)
EIM spoke to:			

Summary	
Recommendations	Actions

Appendix 1: Ethnicity Recording

White	British	Irish	Gypsy or Irish Traveller		Any other white back	Specify
Mixed/Multiple Ethnic Groups	White and Black Caribbean	White and Black African	White and Asian		Any other mixed / multiple ethnic background	
Asian/Asian British	Indian	Pakistani	Bangladeshi	Chinese	Any other Asian Background	
Black/African/Caribbean / Black British	African	Caribbean			Any Other Black / African / Caribbean Background	
Other Ethnic Group	Arab				Any other ethnic group	

DIS FORM

If a pupil is found with a quantity of controlled drug or paraphernalia that indicates possible drug use, (which is not indicative of supply or dealing), the school should follow its own policy in the first instance.

If you have any immediate questions then contact the Safeguarding in Education Team – 0117 9222710.

Once the substance and or paraphernalia has been secured and the pupil/family have been spoken to contact your local Families in Focus office.

North Ross Moody - 0117 3521499 mob: 07880069890

East/Central Calum Paton - 0117 3576460 mob: 07880069820

South Ingrid Hooper - 0117 9037770 mob: 07881329114

An Education Inclusion Manager will visit your school within 48 hours. They will help you assess the situation by running background checks and discussing with the pupil and their family. It is their role to identify any support that will benefit the pupil and the school. The case will be flagged to the Police who will have some oversight should the need arise for follow up at a multiagency panel.

If there is any disclosure of risk of harm by the young person, their family or carer we have a duty of care to pass this on to the relevant service.

Child/young person name:	
Date of birth:	
Ethnicity:	
Date of incident:	
Address and contact details	
Reason for assessment:	

Details of the incident:

Current context/Information known			Actions
Signs of Safety	What are you worried about?	What's going well?	What needs to happen next?
Home: (Parent/ Carer)			
School: (Professionals / Peers)			
Community:			
Police:			
Young Person Voice			What needs to happen? (Actions)
EIM spoke to:			

Summary	
Recommendations	Actions

Appendix 1: Ethnicity Recording

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Mixed/Multiple Ethnic Groups	White and Black Caribbean	White and Black African	White and Asian		Any other mixed / multiple ethnic background	
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Black/African/Caribbean / Black British	African	Caribbean			Any Other Black / African / Caribbean Background	
Other Ethnic Group	Arab				Any other ethnic group	

Appendix 4 – Safer Options Information Sharing Form



Partnership Intelligence Form – SAFER OPTIONS TEAM

This form is for the sharing of **non-urgent intelligence** by partner agencies that relates to child criminal exploitation (CCE) or concerns about serious youth violence for the purposes of identifying and informing decision making in relation to necessary action.

Information should be shared in accordance with guidance contained within:

“Working Together to Safeguard Children 2018”
and

“Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018”

Completed forms should be sent securely and electronically to the Safer Options email address – safer.options@bristol.gov.uk

Any questions can be raised with your area Safer Options Education Inclusion Manager or Youth Justice Worker. They can be contacted by calling your FiF Locality number.

This is not a Referral Form or Safeguarding referral form and does not replace you following your Safeguarding procedures

This Intelligence document is to record CURRENT/NEW Information in regard to:

1. *Potential Victims of CCE and Youth Violence*
2. *Potential Suspects of CCE and Youth Violence*
3. *Venues where CCE, youth violence is suspected or taking place.*
4. *Vehicles believed connected to CCE*
5. *Any other information that gives rise to concern of potential CCE*

Your Name	Organisation:
Your Telephone Number:	Your E-mail:
<p><u>Intelligence:</u> <i>(NB. Information provided should be concise, accurate and not copied and pasted reports)</i></p> <p>Concerns relating to individual children or groups of young people <i>(please provide as much info as possible, including names and DoBs, addresses)</i></p> <p>Concerns relating to locations <i>(please include times of day when concerns arise, addresses, activity suspected to be occurring)</i></p> <p>Connected vehicles <i>(make / model / reg where possible)</i></p>	

Continuation.....

INTELLIGENCE SOURCE:

Are you the original source of this information? Yes No

If you are not the original source of the information:

Where did this information come from (Name/DOB/Address if known)?

Can they be re-contacted: what are their contact details:

How did they find this information out?

When did they find this information out?

Who else did you share this information with:

Who can it be shared with and who controls the information: