

## ESF Substance Misuse Policy

**Status: Revised Policy**

**Date for Next Review: June 2025**



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Thank you in advance for your help!

<b>Originator:</b> Director - Strategic Performance and Quality Assurance Date: 26th January 2021	<b>Policy Owner:</b> Director - Education	<b>Reviewed by:</b> Safeguarding and Wellbeing Adviser Date: June 2023	<b>Approved by :</b> SMT Date: 05/09/23
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<b>Title</b>	ESF Substance Misuse Policy
<b>Policy Owner</b>	Director of Education
<b>Coordinator</b>	Mental Health and Wellbeing Adviser
<b>Status</b>	Approved
<b>Date</b>	5 September 2023
<b>Next Action</b>	Review - June 2025

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## 1. Policy Document Review

This policy document is subject to a regular review by The English Schools Foundation (ESF) to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include but are not limited to follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive measures, and improvements. ESF reserves the right to amend this policy following such review.

### 1.1 Review Status

Review No.	Summary of revision following review	Reviewed		Approved	
		By	Date	By	
1.	Individual names updated to job titles. Appendices and individual supporting documents consolidated to create Substance Misuse Policy Supporting Documents.				September 2021
2.	No substantive changes made. Reordering of sections.	Director Of Education	June 2023	ESF SMT	Sept 2023

## 2. ESF Vision

ESF's vision is for every child to be the best that they can be.

## 3. Purpose

This policy is for the purpose of preventing and responding to substance misuse in ESF schools. This is essential for creating environments where students are safe, happy and learning. Implementing prevention strategies reduces the risk of substance misuse amongst all students. Targeted interventions help identify and provide support to students who may be at risk or already engaging in substance misuse. Intensive interventions can provide additional support to students who are experiencing significant challenges related to substance misuse. Prevention and intervention can help prevent long-term negative consequences of substance misuse.

## 4. Scope

This policy establishes expectations and responsibilities for all ESF staff, students, parents, volunteers, and outside service providers in addressing substance misuse. The policy applies to situations that occur on school premises, during school activities, or in any situation where a student's actions may impact the management of ESF schools.

## 5. Definitions

Certain terms have specific meanings under this policy, and, as such, the **(Appendix A)** should be read to ensure full understanding.

## 6. Policy principles

Under this Substance Misuse policy, ESF commits to:

- Promoting a safe and healthy environment for all that is free from substance misuse
- Providing education, information, and support to guide students in being able to make well-informed, positive choices
- Prohibiting the possession, sale, or distribution of prohibited substances on ESF premises or during ESF activities
- Providing appropriate support and interventions to students who may be affected by substance misuse
- Ensuring that ESF staff and volunteers are aware of this policy and comply with its requirements
- Upholding the safeguarding of and duty of care to students
- Ensuring the safeguarding of and duty of care to staff members

## 7. Prohibited substances and medications

### 7.1 Prohibited items

ESF considers the following actions related to substance use to be a breach of policy and prohibits them at all times:-

- Possessing, consuming, and/or supplying alcohol
- Possessing, consuming, and/or supplying tobacco and related products, including e-cigarettes/vapourisers
- Possessing, consuming, and/or supplying dangerous drugs
- Possessing or supplying medicines without permission from the SLT/School Nurse
- Possessing or supplying drug paraphernalia
- Involvement in the supply of dangerous drugs or drug paraphernalia.

The prohibition of such items applies to staff, volunteers and other visitors, as well as students.

ESF staff, volunteers, and other visitors who legally possess and use items such as e-cigarettes, vaporisers, and other tobacco-related products are responsible for ensuring that such items are kept out of reach and out of sight of students at all times. Such products must not occur on or around school premises or at school-related activities.

Schools may deem it appropriate to react to a student's involvement in such activities where their actions may affect the good order and management of one or more ESF schools.

### **7.2 Managing medication**

Schools may permit the parents of students to present medication to the School Health Nurse for safe keeping, provided it comes with an appropriate prescription. Permission for a student to carry their own medication may only be given by an SLT member in consultation with the School Nurse.

Schools will record this permission and the prescription via the School Nurse. Students will be advised that their medication may not be given to any other person.

## **8. Prevention and education**

ESF schools prioritise the development of a positive school culture that supports healthy behaviours and decision-making skills among students. This involves promoting positive relationships between students and staff, emphasising community and belonging, and offering a range of support to students and their families.

### **8.1 Drug education**

Schools will provide drug education to encourage healthy lifestyles and informed decision-making. Schools will deliver programmes designed to increase students' comprehension of the personal, social and legal impacts of drug and substance misuse. The participation and backing of parents and caregivers are essential to ensuring the success of drug education beyond the school environment (**Appendix B**).

### **8.2 School-based support services**

ESF and schools will ensure school-based support services monitor the development and provision of drug education and oversee and promote student welfare. This could include:

- Substance misuse prevention groups: These programs aim to educate students about the risks associated with substance misuse and help them develop positive coping strategies to deal with stress and other challenges.
- Counselling services: Counselling services can help students address underlying emotional and mental health issues that may contribute to substance misuse. This might include individual or group therapy and referrals to outside resources as needed.
- Parent information sessions/workshops: Providing relevant and meaningful drug prevention education sessions helps parents to support their children to make healthy and positive choices.

### 8.3 Building community support

Prevention of substance misuse requires a community approach. ESF and its schools will build and maintain relationships with crucial stakeholders, including:

- Parents
- The Hong Kong Education Bureau
- The Hong Kong Police Force
- Other governmental and non-governmental organisations as appropriate

## 9. Responding to substance misuse concerns

Concerns or suspicions of substance misuse can surface through various avenues. Direct allegations from peers or staff, observable signs of a student appearing under the influence of a substance, or the discovery of prohibited or dangerous substances or related paraphernalia in a student's possession or on school grounds require immediate SLT involvement.

### 9.1 Dealing with suspicions or allegations

Suspicions or allegations of a student breach of the substance misuse policy, whether from an identified or anonymous source, will be treated with the utmost confidentiality. Information relating to the suspicion or allegation may be disclosed only to those who need to know and to conduct any investigation.

### 9.2 Student who appears to be under the influence of a prohibited or dangerous substance

If a student appears to be under the influence of a misused substance while on site and/or in the course of a school activity, the school must take all reasonable steps to ensure the student receives any medical treatment that is required to protect their health and safety, under the supervision of their parents where possible or otherwise through contact with the emergency services where needed (**Appendix C**).

### 9.3 Finding unattended substances or paraphernalia

Staff will take reasonable steps to secure the safety of all students any time an unattended substance or paraphernalia is discovered. This includes on-site and during-school activities. Staff will record the time, date and location of the discovery.

In all circumstances where there is a suspicion of the substance or paraphernalia being illegal in nature, staff will, as soon as possible, contact SLT to determine the next steps. SLT must take all reasonably practicable steps to ensure that any suspected illegal substances or drug



paraphernalia are seized by the police as soon as possible or dealt with in accordance with police instructions (**Appendix D**).

## 10. Investigation

Following suspicions or allegations of substance misuse, an investigation may be necessary to determine whether intervention is required and what action might be appropriate. The investigation process should be conducted fairly and objectively, focusing on protecting the safety and wellbeing of all students and staff involved. Confidentiality and privacy should be maintained throughout the process to the greatest extent possible while ensuring that all relevant parties are informed and involved as necessary. The response must be timely to address any risks or concerns promptly and effectively. This may involve a review of the evidence available, a student interview, further consultation, a search of the student's belongings and an offsite drug test.

### 10.1 Review of evidence available

Carefully consider the initial evidence or indications of substance misuse, whether it is unusual behaviour, physical signs, reports from other students or staff, or discovery of substance-related items in the student's possession (**Appendix E**).

### 10.2 Student Interview

Depending on the level to which the student is under the influence of substance misuse, an interview can be conducted to gather information and understand the situation better. The conversation must be conducted in a supportive and non-judgmental manner in the presence of a witness and in a way that upholds the student's rights and privacy (**Appendix F**).

### 10.3 Consultation with professionals and leadership

Consultation with school professionals, such as health nurses, child protection officers, and counsellors, is advisable in assessing initial evidence of substance misuse. Health nurses can offer medical insight into symptoms and address immediate health risks. Child protection officers guide the process to maintain legality, ethicality, and student rights, involving parents when needed. Counsellors can provide a psychological perspective, identifying emotional distress signs and aiding in sensitive student conversations. This multidisciplinary approach contributes to a comprehensive, respectful, and effective investigation.



### 10.3.1 Overseas expectations

ESF staff are expected to manage any incidents on an overseas visit in consultation with the Principal or their delegate and always within the law to determine the best course of action **(Appendix G)**.

### 10.4 Search of a student's belongings

The safety and wellbeing of all members of our school community is of the highest priority. When there is reasonable suspicion that a student may possess an item or items that threaten the safety of students or staff or breach the school's expectations for student behaviour, school staff may search the student's belongings. Such situations may include suspected theft, possession or supply of prohibited substances, or possession of offensive weapons or other harmful items.

Throughout any search, the school will maintain the dignity of the student. The extent and manner of the search will be proportional to the circumstances, taking into account the student's age and the seriousness of the matter. Searches will be conducted fairly and reasonably to ensure the safety and wellbeing of all school community members. Any search will be conducted in the presence of a witness, and any items discovered during the search will be handled appropriately following the guidelines **(Appendix H)**.

The school will search only when there is reasonable suspicion and will take steps to respect the student's privacy and confidentiality as far as possible. In addition, the school will address any risks or concerns arising from the search with the student's wellbeing and best interests in mind.

### 10.5 Drug testing

Offsite drug testing may be requested by the Senior Leadership Team (SLT) if there is suspicion or confirmation that a student has been misusing illegal substances or as part of a behavioural agreement following a previous substance misuse incident. Consent to participate in a drug test is required from the parents and or caregivers **(Appendix I)**. The school will also support any student or parent requesting advice and support in arranging a drug test. A guide will be provided to the student and their family on what to expect when at the clinic **(Appendix J)**.

Drug testing is viewed as a tool to support the partnership between schools and parents in achieving positive student outcomes. The outcome of a drug test helps determine the ongoing support needed for the student, determine whether further testing will be required, and be one factor that contributes to the decision on a student's continued place in the school.

### 10.6 Police involvement

In cases where a student is found to be engaging in substance misuse or is suspected of doing so, the school may contact the police for assistance. The police will be called in cases involving dangerous drugs, prohibited substances, or illegal paraphernalia found on school grounds to manage the immediate and safe removal of these items and conduct necessary investigations.

Schools will contact the ESF Safeguarding Adviser when intervention involves the police. This contact aims to develop a shared understanding of the basis for police involvement. Wherever reasonably possible, the school will aim to initiate this contact prior to seeking police involvement.

Police involvement should be proportionate to the severity of the situation and the potential risk to student safety. Principals and SLTs must ensure all interactions with police are conducted in a manner that is respectful, equitable, and consistent with the law.

## 11. Outcomes of an investigation

The outcomes of an investigation will determine the necessary level of intervention required to ensure the ongoing safety and wellbeing of the student and the school community.

## 12. Intervention

Effective interventions provide support to students who may be at risk or already engaging in substance misuse and prevent long-term negative consequences of substance misuse. Immediate action is required when substance misuse is confirmed.

Principals and SLTs are responsible for determining the appropriate interventions necessary after considering factors such as the severity of the behaviour, individual needs, age and developmental stage, and the wellbeing of the whole school community (**Appendix J & K**).

When police have been involved, decisions made by the school regarding the outcomes of its investigation and any interventions to be taken are not dependent on the findings of a police inquiry. The school may use the findings of a police inquiry, if it chooses to do so, to help inform its decisions. Nonetheless, the school is responsible for making its own determinations and taking appropriate actions to address any violations of policy related to substance misuse.

### **13. Suspension or exclusion**

Nothing in this policy will restrict the schools in determining and implementing the appropriate intervention based on the circumstances of the case. Guidelines are provided to considerations in relation to suspension or exclusions (**Appendix M**).

### **14. Dealing with possible off-school substance misuse issues when off duty**

When an off-duty staff member encounters a student or students, not in uniform or on a school activity, potentially engaged in substance misuse, ESF has clear expectations of staff and how they are to behave

1. A staff member will take all reasonable steps to remove themselves from the presence of the student where they are suspected of substance misuse. This includes public and social spaces where both staff and students have a legal right to be.
2. An off-duty staff member will, as part of their duty of care as an employee, report any suspected substance misuse by students to the principal or SLT within a reasonable timeframe. The principal or SLT member will determine the appropriate follow-up action.
3. Where urgency may be required to safeguard student welfare or the wellbeing of other members of the public, staff members may also contact the relevant emergency services.

### **15. Record keeping - data collection and analysis**

Incidents involving substance misuse must be recorded by schools through RecordMy, supported by ESF Centre as needed. The recorded data will be used for various purposes, including risk analysis and improving harm mitigation measures related to substance misuse. Data may also be used as possible evidential submissions in respect of a student. All handling and protection of data will be performed in accordance with the ESF Personal Data Handling & Privacy Policy.

### **16. Compliance**

#### **16.1 Staff compliance**

All ESF staff will comply with this policy, and its related documents, in managing substance misuse issues. Any instances of non-compliance should be reported to the ESF Safeguarding Adviser.

## 16.2 Compliance of students and their families

It is a requirement of attending an ESF school that students comply with this policy and its related documents. This includes a requirement to:

- Fully cooperate with any investigation
- Submit to a search of belongings when required.
- Submit to a drug test when required, including bearing the costs of such tests
- Agree and adhere to any behavioural agreements established

### 16.2.1 Compliance as a requirement of enrolment

It is a requirement of enrolment of their child at an ESF school that parents of an ESF student ensure their child complies with this policy, including with reference to the requirements identified in 16.2, above.

Agreement with this policy and its related documents, including the Procedure for Searching a Student's Belongings and the Drug Testing Procedure, which form part of declarations signed by parents upon enrolment.

If, on any such occasion, a student's parents refuse or fail to sign this declaration by a reasonable deadline as determined by the school, they will be considered to have withdrawn their child from the school with immediate effect.

## 17. Organisational support

ESF will ensure appropriate organisational support through the provision of guidance and other communications materials to increase awareness and understanding of this policy, of effective professional learning regarding substance misuse matters, and the necessary tools required for schools and staff to record and report on such cases.

ESF Centre will ensure substance misuse data and analysis is available for schools and SLT in accordance with the ESF Personal Data Handling & Privacy Policy. The identities of students in the data will be treated as confidential. It will also provide on-call support to offer advice on policy and procedural matters or to provide direct support where necessary.

## 18. Implementation

The implementation of this policy will be supported by key groups and individuals and via the provision of supplementary procedural, guidance and education documents.

### **18.1 ESF Centre**

ESF Centre is responsible for ensuring adequate organisational support for this policy.

#### **18.1.1 Director of Education**

The Director of Education is responsible for this policy document. They will communicate the existence of this policy to relevant parties, schedule an appropriate policy review date, and monitor the ongoing use of this policy. Where any issues with this policy arise, the Director of Education is responsible for addressing those issues either immediately, in the normal review cycle, or by making an interim policy position until a permanent solution is available.

#### **18.1.2 ESF Mental Health and Wellbeing Adviser**

The ESF Mental Health and Wellbeing Adviser is the vital link between ESF Centre and policy, and schools and their staff. The ESF Mental Health and Wellbeing Adviser will facilitate and manage the organisational support of ESF Centre to be used by school staff and their communities to ensure understanding and compliance with this policy.

### **18.2 Principals**

Principals and senior leaders are responsible for the effective implementation of the policy and the procedures outlined, and for ensuring that all staff members are aware of their responsibilities in following its guidelines.

## Appendix A: Glossary of key terms

Alcohol	Any liquid containing any amount of alcohol but will not include any alcohol that is being used by a school under staff member supervision for educational purposes.
Confirmation	Where a situation is proved to be true through evidence and/or a student's admissions
Dangerous drug	Any of the drugs or substances specified in <a href="#">Part 1 of the First Schedule</a> of the Dangerous Drugs Ordinance (Cap 134).
Drug/substance	A substance which, when administered into the body, alters the body's function either physically and/or psychologically and includes dangerous drugs, alcohol, medicine, tobacco and related products.  Note: the terms 'drug' and 'substance' will be used interchangeably.
ESF	To include English Schools Foundation and ESF Educational Services Limited
ESF Safeguarding and Child Protection Adviser	A designated employee of ESF Centre who is responsible for supporting safeguarding across the foundation. If no employee of ESF Centre holds this job title, the CEO will designate another employee to fulfil the responsibilities of this role.
Intervention	Actions that are taken in response to outcomes of an investigation to change behaviours but may also include suspension or exclusion.
Medicine	Any substances or combination of substances considered a "pharmaceutical product" under the <a href="#">Pharmacy and Poisons Ordinance (Cap. 138)</a> , and any Chinese herbal medicines or proprietary Chinese medicines as defined in section 2 of the <a href="#">Chinese Medicine Ordinance (Cap. 549)</a> .
Off-duty	When an ESF staff member is not acting in their capacity as an employee, where a staff member may, in their personal capacity, encounter students who are also not on site, not in school uniform and not engaged in a school activity.
On-site	Any premises occupied by a school and/or used by a school for student activities.

Paraphernalia	Any pipe, equipment or apparatus fit and intended for the smoking, inhalation, ingestion or injection of a drug.
Parents	This term will be used to refer to incidents where one or both parents of a student are involved. It also covers authorised caregivers or guardians of the student on occasions when neither parent is available.
Pastoral Head	Head of Year, Phase or House
PCRO	Police Community Relations Officer (HK Police Chief Inspector)
Police	This term will be used to indicate any contact with the Hong Kong Police. Ordinarily, this will be the SLO. If he/she is unavailable to respond in a timely way, the PCRO or a more senior officer will be sought out for support.
Possession	When a student has drugs/substances or paraphernalia on their person; contained in an item belonging to them (e.g. school bag); or it is in an area/place under their control
Principal	Principal of the relevant ESF School or ESL School or Kindergarten
Requirement	An expectation is set which a student and/or parents will follow. A continued place in the school may be jeopardised by non-compliance.
Schools	All ESF schools and ESL schools, including kindergartens
School activity	Means <ul style="list-style-type: none"> <li>(a) Any activity organised by ESF/ESL staff or through an ESF/ESL school, including sports competitions, camps and trips abroad;</li> <li>(b) Travel on transport organised by ESF</li> <li>(c) Any occasion when a student is wearing an ESF uniform</li> </ul>
School-based Support	Pastoral guidance staff, school nurse, counsellors, social workers
School Council	School Council of the relevant ESF school
SLO	School Liaison Officer (HK Police Sergeant)
SLT	School Leadership Team
SMT	Members of the Senior Management Team of ESF, who are also directors of ESL



Staff member	Any employee of ESF and/or ESL
Supply/supplying	When a student provides drugs and/or paraphernalia to another person, whether or not that involves an exchange of money, services or other goods.
Suspicion	<p>Where a staff member believes a situation to be possible, likely or true, based on the information available.</p> <p>Reasonable suspicion, warranting a search and/or further investigation, may be raised by (but is not limited to) the following situations:</p> <ul style="list-style-type: none"> <li>● Being caught in an act involving drug use</li> <li>● Being seen at, or near, the scene of an incident at the material time where there is no legitimate explanation for the student's presence at that location</li> <li>● Being absent from class during the time of an incident</li> <li>● Credible and corroborated information received from other students or a teacher</li> </ul>
Tobacco and related products	Any form of smoking, irrespective of the presence of nicotine. This includes e-cigarettes, vaporisers, and any other equipment that turns liquid into ingestible smoke or vapour.

## Appendix B: Drug education and services

Provider	Service	Location	Contact
<a href="#">CDAC</a> (The Community Drug Advisory Council)	<ul style="list-style-type: none"> <li>Bilingual</li> <li><a href="#">Professional Training</a> divided into two levels, 'elementary' and 'advanced'               <ul style="list-style-type: none"> <li>➢ Aims to enrich participants' anti-drug knowledge and equip them with the techniques to assess the needs of schools and students in mental health and anti-drug health education</li> <li>➢ Provides training to schools, minimum ten teachers</li> </ul> </li> <li><a href="#">Treatment and Rehabilitation in Hong Kong</a></li> <li>Further services for teachers and parents</li> </ul>	Unit 7, G/F, The Center, 99 Queen's Road, Central	Phone: 2521 2880 Email: <a href="mailto:enquiry@cdac.org.hk">enquiry@cdac.org.hk</a>
<a href="#">Education Bureau</a>	<ul style="list-style-type: none"> <li>Healthy School Policy (See contact info in <i>Enquiries</i>)</li> <li>Anti-Drug Resources Kit</li> <li><a href="https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/healthy-sch-policy/Anti_drug_Resource_Kit_for_School.zip">https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/healthy-sch-policy/Anti_drug_Resource_Kit_for_School.zip</a></li> <li>Further support for teachers and parents (in liaison with CDAC)</li> </ul>		<a href="#">Phone numbers</a>
<a href="#">HK Jockey Club Drug Info Centre</a>	Permanent anti-drug educational exhibition Drug education teaching kits	Queensway Government Offices (school visits)	Phone: 2867 2831 Email: <a href="mailto:hkjcdic@sb.gov.hk">hkjcdic@sb.gov.hk</a>
<a href="#">KELY Support Group</a>	<ul style="list-style-type: none"> <li>Bespoke workshops for students, staff and parents</li> <li>Drug and Alcohol awareness workshops</li> <li>Resources (e.g. KELY Youth Toolkits)</li> </ul>	Borrett Road (Delivered in school)	Phone: 2521 6890 Email: <a href="mailto:contact@kely.org">contact@kely.org</a>
<a href="#">LEAP</a> (Life Education Activity Programme)	<p><u>Primary</u>            Focus on understanding the operation of the body, the effects of drugs on the body, strengthening social and emotional learning, and developing problem-solving and rejection skills through role-playing to help students build positive and healthy lifestyles.</p> <p><u>Secondary</u>            Emphasis on both 'knowledge' and 'skills'. In addition to introducing the effects of various drugs, it also focuses on training social</p>	LEAP vans - mobile classrooms  The Static Centre at Lai Yiu Estate, Kwai Chung	Phone: 2530 0018 Email: <a href="mailto:leap@leap.org.hk">leap@leap.org.hk</a>

	<p>communication skills, equipping students to deal with peer pressure, and guiding them to reflect on their attitudes towards life to make safe and responsible decisions.</p>		
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## Appendix C: Possible indicators of substance misuse

*See also: Appendix A of the ESF Child Protection and Safeguarding policy: Checklist for identifying possible child abuse.*

### Behaviour Patterns

- No appetite, sudden physical changes, losing/ gaining weight within a short period of time
- Personal hygiene pattern changed
- Antisocial behaviour

### Emotional and Psychological State

- Emotionally unstable, aggressive, agitated, or depressed
- Always putting blame on others
- Marked changes in psychological state (easily nervous, restless)

### Family systems

- Abrupt changes in family functioning

### School

- Abrupt changes in school functioning, e.g. falling school grade or conduct, missing classes or school days
- Low concentration in class and in study
- Bringing a lot of money to school/workplace
- Asking for money from classmates

### Leisure and Recreation

- Abrupt changes in hobbies or interests
- No interests, or inert
- Secretive communication with friends
- Unexplained cash, new items or clothing
- Always asking for money, or even stealing money/items from home/friends
- Going to some high-risks spots, e.g. disco, rave parties, or games centres

### Presence of signs of drug use

- Strange equipment: pills, medicine bottle, needle, tin foil, spoons, straw
- Wearing sun-glasses inappropriately to hide dilated or constricted pupil
- Wearing long sleeves inappropriately to hide needle mark
- Strange smell from body, always scratching
- Seriously decayed teeth

## Appendix D: Finding illegal drugs and/or drug paraphernalia unattended on school premises

Drugs/paraphernalia must not be moved unless it is absolutely necessary for reasons of safety, or done with police instructions. A kit for the safe removal of drugs/paraphernalia is available in the School Office. This will only be used in an emergency and at the direction of the principal.

### 1. Priority Action:

1. Call on another staff member for support (but do not leave the area).
2. Secure the area appropriately so that it cannot be accessed.
3. Ensure that a staff member remains at the location to supervise.
4. Inform an SLT member as soon as possible.
5. Document appropriately.
6. SLT to inform the police and request immediate safe collection.
7. SLT to inform the Safeguarding and Child Protection Adviser at ESFC as soon as possible.

### 2. Police Contact

A member of the SLT must make contact with the SLO or PCRO as soon as possible (within minutes, not hours) to request the immediate safe collection of the drugs/paraphernalia. If there is any concern about the police response regarding the willingness or speed of collection, the matter must be escalated (taken to the Deputy District Commander); refer to the expectations and prohibitions (e.g. handling) in the ESF Substance Misuse policy as necessary.

### 3. If the drugs/paraphernalia must be moved for safety reasons before the Police can seize them:

The Principal or delegated SLT member will

1. Inform the police (preferably beforehand)
2. Keep a record of the name and rank of the police officer spoken to and the details of the conversation.
3. Ensure the necessary documentation is made.

Three staff members are required in this circumstance

1. Call two staff members for assistance, preferably SLT (but do not leave the area).
2. One staff member should bring a container/kit for safe removal.
3. One staff member should then keep others away from the area temporarily
4. One staff member, witnessed by another staff member, should take the drugs/paraphernalia to the Principal's office for safekeeping in a locked safe, drawer or cupboard.
5. First respondent to document action.
6. SLT to make further contact with the Police and confirm what action has been taken and the time for safe collection.
7. Ensure that the Safeguarding and Child Protection Adviser at ESFC is informed as soon as possible.

**4. If the drugs/paraphernalia have been found by a student or group of students:**

1. Follow the priority steps as appropriate.
2. Reassure the reporting student and check that they do not need any immediate care/medical attention.
3. Check to see if they have informed any other person about this. Advise against doing so.
4. Ask an appropriate Pastoral Head to supervise/support while the student(s) write up an account (one each). They must include time, location, names of all students involved or in the vicinity, their own actions, and those of others in the vicinity.
5. Pastoral Head to phone parents to explain and reassure them about support for their child, and in the incident follow up

**5. If the drugs/paraphernalia are brought to a member of staff by student(s)**

1. Seek further information which may include details of other students involved and/or at risk.
2. One staff member, witnessed by another staff member, should take the drugs/paraphernalia to the Principal's office for safekeeping in a locked safe, drawer or cupboard.
3. First respondent to document action.
4. SLT to make further contact with the Police and confirm what action has been taken and the time for safe collection.
5. Ensure that the Safeguarding and Child Protection Adviser at ESFC is informed as soon as possible.

**6. Follow-Up**

1. Use witnesses' notes to follow up with students seen in the vicinity
2. Check on students' absences from class in the period of time leading up to the substances and/or paraphernalia being found
3. Check CCTV and follow up as appropriate
4. Monitor individual year group behaviours
5. Put in place further communication and education as appropriate

**7. Documentation**

All procedures must be clearly documented, witnessed and signed, including

- Names of persons involved
- Actions taken
- Timings
- Photographs (if possible)

### Unattended Drugs/Paraphernalia - Key Reminders

This should be read in conjunction with the full guidelines which provide more detail

#### SAFEGUARDING STUDENTS AND STAFF

Secure the area

- Do not move drugs/paraphernalia...
- unless absolutely necessary for reasons of safety
  - without direction of Principal

Document all procedures and include witness signature

#### POLICE

Ensure drugs and/or paraphernalia are seized by police as soon as possible (never the next day)

Act on any concern about the police response by escalating communication:  
School Liaison Officer → Police Community Relations Officer → Assistant District Commander



## Appendix E: Review of evidence available

Assessing the initial evidence or signs of substance misuse with the student is a critical initial step in an investigation. This evidence might emerge in various forms:

1. **Unusual Behavior:** Pay attention to changes in the student's behaviour. This might include sudden shifts in mood, decreased interest in school activities, absenteeism, decline in academic performance, or increased secrecy.
2. **Physical Signs:** Be vigilant about physical indications, including bloodshot eyes, frequent nosebleeds, changes in appetite or sleep patterns, unexplained weight loss or gain, deterioration in physical appearance, or unusual smells.
3. **Reports from Others:** Consider reports from other students, staff, or parents who may have noticed concerning behaviours or signs. This could include direct observations of substance misuse, finding substance-related items, or indirect indicators such as changes in friendship groups or behaviour.
4. **Discovery of Substance-related Items:** If substances or related paraphernalia are found in a student's possession or their locker or backpack, this could be a strong indication of substance misuse.
5. **Digital Evidence:** Social media or other digital platforms may also provide evidence of substance misuse.

Each of these elements should be considered carefully and respectfully, with a focus on student welfare. It's important to ensure that any action taken is proportionate to the suspicion and respects the student's rights and privacy.

## Appendix F: Conducting a student interview for suspected substance misuse

During the student interview, the interviewer aims to gather information and understand the situation better. It is vital to ensure that the conversation is conducted in a supportive and non-judgmental manner. The interviewer might be trying to determine the following:

1. **Acknowledgment:** Whether the student acknowledges the behaviour that has led to suspicion.
2. **Understanding:** The student's understanding of the implications of substance misuse, both legally and in terms of health risks.
3. **Source:** Where and how the student might obtain the substance if they acknowledge misuse.
4. **Frequency:** How often the student has been engaged in substance misuse if they acknowledge misuse.
5. **Peer Influence:** Whether peer pressure or influence from others has contributed to the substance misuse.
6. **Support Systems:** The student's support system, including friends, family, and others who can help them address the issue.
7. **Impact on School Performance:** How substance misuse might be affecting their academic performance, attendance, and behaviour in school.
8. **Willingness to Change:** The student's willingness to accept help or support to change the behaviour if they acknowledge misuse.

These conversations can be challenging and sensitive, so they should be conducted by staff equipped to handle such discussions. They must follow the school's policy and regulations on student privacy and rights.

## **Appendix G: Overseas trip: Student found in possession of suspected illegal substances and/or drug paraphernalia**

### **Actions required before the trip:**

1. Conduct a risk assessment which considers the availability of illegal substances and the legal consequences in the jurisdiction to be visited.
2. Discuss with the service provider at the locale to gain an understanding of their company protocols for incidents relating to substance misuse.
3. Communicate with both students and their parents
  - a. The explicit behavioural expectations and prohibitions in relation to illegal substances during the trip.
  - b. The possible consequences should a student be found in possession of a suspected illegal substance,
    - i. Relating to an understanding of the local jurisdiction
    - ii. Relating to actions in such a case
4. If a student has a history of involvement in substance misuse, in order to avoid risk, the Principal may prohibit him/her from joining an overseas trip.

### **Immediate action is required if a student is found in possession of a suspected illegal substance**

1. Ensure the safety of those present.
2. If a staff member is alone with the student(s), another staff member of the school staff must be contacted by phone to immediately come to the scene. This is both to bear witness and to supervise and support students as needed.
3. The substances must not be moved unless it would cause harm not to do so.
4. Using the emergency contact procedures, the School Principal must be contacted by the trip leader as soon as possible (within 20 minutes).
5. The trip leader must follow the advice given by the principal and keep in regular contact for follow-up direction and guidance.

### **Documentation**

One school staff member must clearly document the procedures, with;

- Explanation of the situation
- Names of students present
- Location
- Time(s)
- Action taken.

This documentation must be signed by those present.

**Immediate action to be taken by the Principal**

The principal will coordinate the response including (as soon as possible):

- Contact the Safeguarding and Child Protection Adviser at ESF Centre for direction and support
- Contact the parents and the provision of ongoing information and support
- Personal or delegated contact with the school trip leaders, for information updates and to provide support

**Further action to be taken by the school trip leaders**

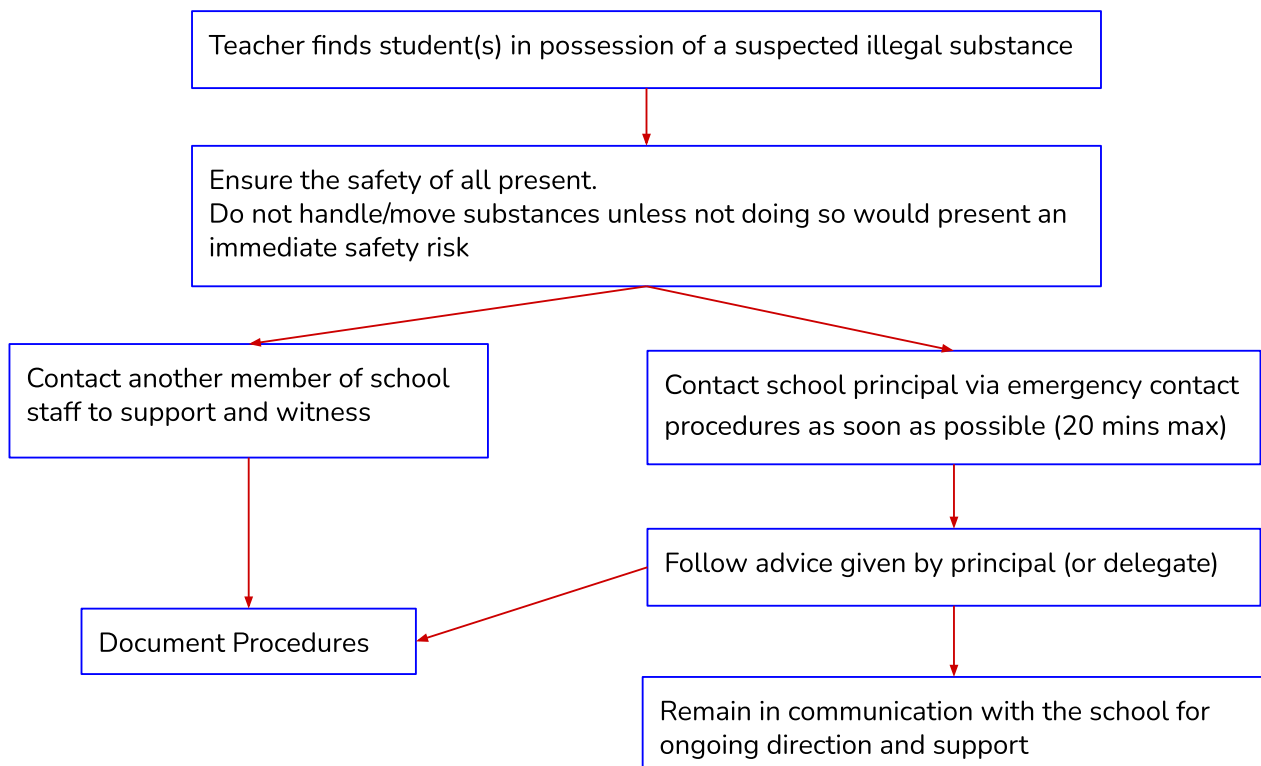
All reasonable steps must be taken to:

- Support the other students, who may be feeling unsettled
- Dissuade students from communicating about the situation on social media

Daily communication should be maintained with the designated contact person in Hong and action should be taken as advised.

**Overseas Trip Flowchart**

This should be read in conjunction with the full procedural guidelines which provide more detail



## Appendix H: Procedure for searching a student's belongings

The decision to search a student's belongings will be taken only by a school's senior leadership team member, with the principals' approval, wherever possible. Another member of the teaching staff can be designated to conduct the search by a member of the SLT.

At least two staff members are required to search and with each in a specific role

1. Supervising teacher - this person conducts the search
2. Support teacher - acts as a witness to the search (preferably of the same gender)

### Process:

1. Use a discreet location for the search, in a private room wherever possible
2. Before the start of the search, the Supervising teacher must verbally inform the student of the reasons for the search unless it is impossible or impractical to do so
3. Instruct the student to take out his/her belongings from any receptacles in which they are contained, and place them in view of the supervising teacher and the witness.
  - a. Receptacles from which the student may be asked to take out their belongings include (but are not limited to):
    - i. A locker
    - ii. Their pockets or other clothing compartments
    - iii. Their wallet or purse
    - iv. Their bag(s), lunchbox, folder(s) or other receptacle used for carrying personal items
4. A student may be required to remove a jacket or a coat (outer layer of clothing). At no stage in the search will the student be required to remove other clothing or expose private parts of their body.
5. Wherever possible, the supervising teacher and support teacher will not touch students' belongings. If an item requires further inspection, the supervising teacher may request the student to show the item in more detail, e.g. by opening it, turning it over etc.
6. Ensure the belongings being shown remain in the direct line-of-sight of the student, the supervising teacher and the support teacher (the 'line-of-sight' arrangement).
7. Once a search has been conducted, the supervising staff member will inform the student's parents as soon as possible of the outcome.

If a search reveals any items that the supervising teacher suspects may be a dangerous drug, as per the ESF Substance Misuse Policy, the supervising teacher will call the police and follow their instructions in the further handling of the situation. Maintain the line-of-sight arrangement until the police have arrived and taken possession of the item(s) in question or otherwise directed the school as to the appropriate handling of the item(s).

If the search does not reveal items of concern, maintain the line-of-sight arrangement until the search is concluded and then return the items to the student's possession / back into the receptacles

out of which they were taken. The supervising staff member will inform the student's parents as soon as possible.

#### Maintaining the line of sight throughout the search

- If, for any reason, the student needs to change location during this search period, all items that are to be kept within the line-of-sight arrangement may be placed in a sealed container, e.g. envelope, in which case line-of-sight of the envelope will be maintained during the relocation.
- If, for any reason, the supervising teacher or the third party needs to leave the line-of-sight arrangement, they will be replaced by another staff member as nominated by the supervising teacher until their return.
- If, for any reason, the student needs to leave the line-of-sight arrangement (e.g. to go to the toilet), the student will be accompanied by another staff member as nominated by the supervising teacher. In the meantime, the student's belongings will remain in the line-of-sight of the supervising teacher and the third party and may not be handled or have anything added to / taken away from them.

#### If a student refuses to comply with a search:

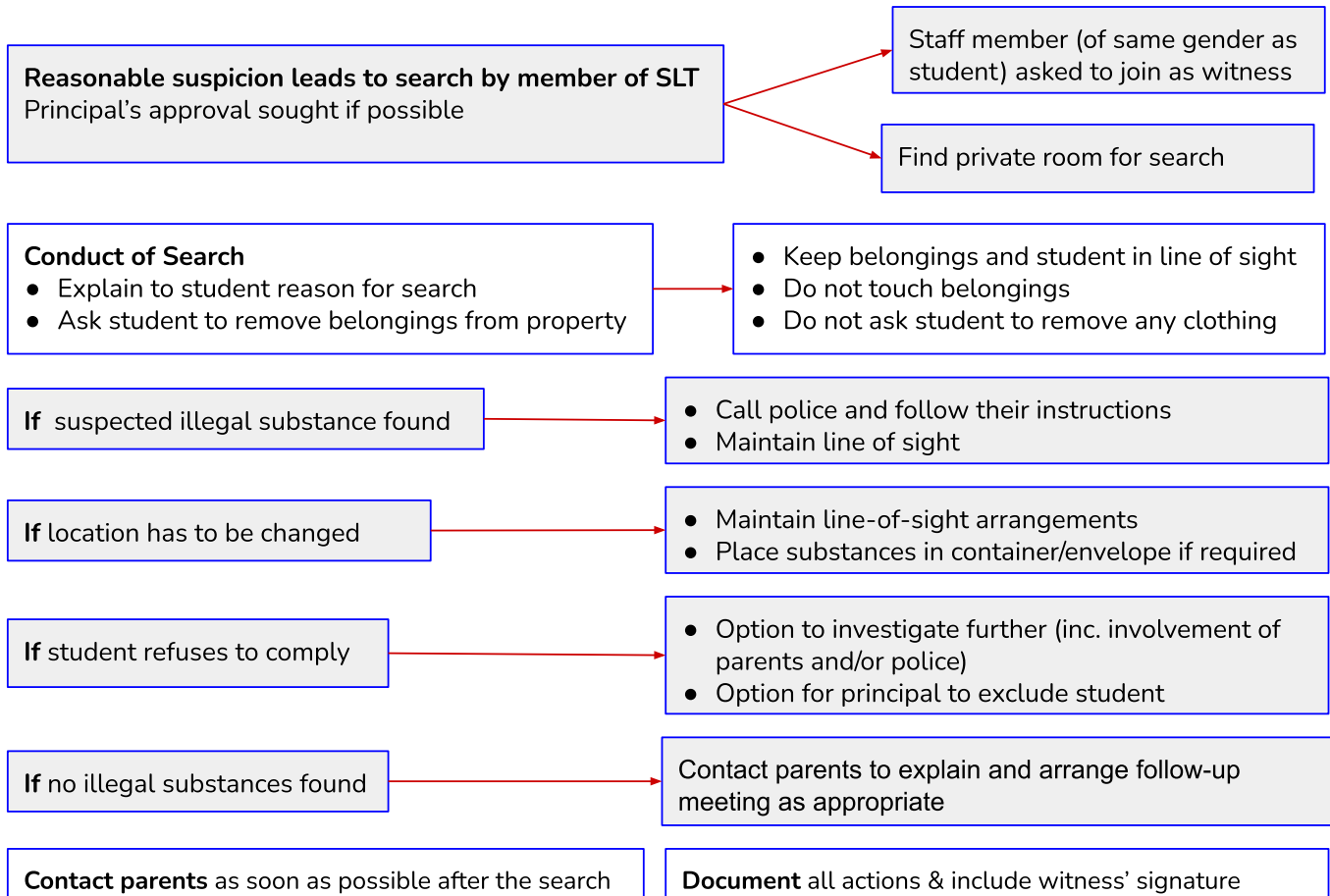
- The supervising staff may proceed with further investigation or action, including seeking the support of parents and/or involving the police.
- The Principal may, in serious cases, invoke the terms of the ESF Exclusions Policy.

#### **Link to EDB School Administration Guide: Searching Students and Their Belongings at School**

<https://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/principles-guidelines/searching-students-their-belongings-at-school/index.html>

### Searching Belongings Flow Chart

This should be read in conjunction with the full procedural guidelines which provide more detail





**Appendix I: Consent to participate in a drug test** - *To be adapted pending confirmation of clinic*

**Consent to Participation in Drug Test**

To: (Principal Name)  
Principal of (School Name)

We, the undersigned student (the student) and parent/guardian, acknowledge that a copy of the ESF Substance Misuse Policy, including the drug testing expectations and procedures, have been communicated to us by the school. We have read these policy documents and understand their content as well as that of this consent form.

**Drug Testing**

We hereby consent and undertake for our child (Please insert the full name of the student) to provide a urine specimen to be collected and tested for the presence of drugs.

We understand that the drug test service will be provided by [clinic yet to be determined], and will be the collection point of the urine sample. [ESF agreed clinic pending confirmation] will be appointed as the service provider for the laboratory service.

We also understand that the undersigned parent/guardian will accompany the student to the clinic for the drug testing unless an agreement has been made by the school for a member of staff to accompany him/her. If the student is not accompanied by the undersigned parent/guardian or member of staff, clinic staff will seek advice from the school principal immediately. Supervision will be given by a trained health professional in the urine collection process.

**Sample - Drug Test Items**

Drug Test Item(s)	Plan A	Plan B
Alcohol	Y	
Amphetamines/ Methamphetamines (speed)	Y	Y
Barbiturates (barbs, reds)	Y	
Benzodiazepines (Benzos)	Y	
Cannabinoids (Marijuana)	Y	Y
Cocaine (Coke, Crack)	Y	Y
Methadone	Y	
Opiates (Codeine, Morphine, Heroin)	Y	Y
Phencyclidine (PCP) (angel dust, crystal)	Y	
Ketamine (K)	Y	Y
Urine Supervision by a Trained Health Professional	Y	Y

Drug Test Item(s)	Plan A	Plan B
Alcohol	Y	
Amphetamines/ Methamphetamines (speed)	Y	Y
Barbiturates (barbs, reds)	Y	
Benzodiazepines (Benzos)	Y	
Cannabinoids (Marijuana)	Y	Y
Cocaine (Coke, Crack)	Y	Y
Methadone	Y	
Doctor Report Consultation (Face-to-face <u>or</u> Tele-consultation)	Y	Y
<b>Package Price</b>		
<b>Please select Plan A or B (School to Complete)</b>	<input type="checkbox"/>	<input type="checkbox"/>

**The appointment will be made for the day requested by the school**

**Clinic Location (For urine sample collection)**

[To be updated upon confirmation of ESF approved clinic]

**Identification Process**

- Student and parent/guardian are required to present their HKID card / passport and provide instant signature proof at clinic
- Instant signature proof should be identical with that on this consent form

**Fee**

We understand that the drug testing fee will be borne by the parent/guardian of the student.

**Payment Method Option**

1. By cash, Alipay, credit card (Visa, American Express) at clinic
2. By bank transfer. Screenshot of deposit slip is required

Bank Account Details

[Pending]

**Test Result**

- The test report will be issued by [Approved Clinic name].
- The test report will be ready within 2-3 working days.
- Once the test report is ready, the clinic will contact the parent/guardian of the student for report consultation and e-mail the test report to the school principal.

School Contact Details

Contact Person:

(Please insert the English full name of the contact person)



Position: \_\_\_\_\_  
 (Please insert the position of the contact person)

Contact number: \_\_\_\_\_  
 (Please insert the contact number of the contact person)

E-mail address of school principal: \_\_\_\_\_  
 (Please insert the e-mail address of the school principal)

**Collection, Use and Release of Personal Data**

We understand that our personal data **(including drug testing results of the student)** will be collected by and /or released to the following concerned parties on a confidential and need-to know basis and only for the purposes of the drug testing –

1. relevant staff of [insert ESF approved clinic] who will render follow-up service to the student upon any positive test result or upon self-referral;
2. the school principal or any school staff designated to act on his/her behalf, as understood and by the student and parent/guardian;
3. the student’s parent/guardian irrespective of the student's age

We understand we may request access to and correction of our personal data under the Personal Data (Privacy) Ordinance (Cap. 486 Laws of Hong Kong), and that any such request to you may be made at the address and telephone number provided in the note below.

We also understand that –

- a) we may withdraw the above consent and undertaking at any time and in this case will inform the school and the clinic immediately; and
  - b) the parent/guardian and the school will be informed if the student gives notice of withdrawal, refuses to provide a specimen of urine for drug test under the Scheme, or refuses to continue with the drug testing process in any other way.
- We hereby agree to give the above consent and undertaking for our child (student named below) to participate in the drug testing
- In the event that we cannot accompany our child, consent is given for him/her to be accompanied by a staff member.

**Confirmed by:**

Parent / Guardian: \_\_\_\_\_

HKID Card Number	Relationship	Contact No.
E-mail Address		
Print Name (In Block)	Signature	Date

Student: \_\_\_\_\_

HKID Card Number	Class and Class number
------------------	------------------------



\_\_\_\_\_  
Print Name (In Block)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

I am **under** the age of 18

I am **above** the age of 18

**{Please select and tick ONE of the two boxes above.}**

**Witnessed by:**

Principal:

\_\_\_\_\_  
Print Name (In Block)

\_\_\_\_\_  
School Chop & Signature

\_\_\_\_\_  
Date

Staff Member:

*(only required if  
accompanying the student)*

\_\_\_\_\_  
Print Name (In Block)

\_\_\_\_\_  
School Chop & Signature

\_\_\_\_\_  
Date

**Certified by:**

Clinic Representative:

\_\_\_\_\_  
Print Name (In Block)

\_\_\_\_\_  
Clinic Chop & Signature

\_\_\_\_\_  
Date

For the purposes of the drug testing, I consent to my drug testing results being disclosed to my parents/guardians, and this consent has been read over to me by you on (Please insert the date).

\_\_\_\_\_  
Student's Name (In Block)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Appendix J: A Guide to your experience when visiting [ insert name of ESF-approved clinic]**

*(Details of this appendix will be updated upon confirmation of ESF-approved clinic)*

You are required to go to [ESF-approved clinic] to provide a urine sample. While we know this may not be something you particularly wish to do, we have worked with staff at the clinic to ensure that the experience is as comfortable and private as possible. You will be treated with respect, and we ask that you treat the staff at the clinic in the same way.

### **The Clinic**

The clinic is on the [insert address].

### **When You Arrive**

- The staff will be expecting you as contact will have been made by the school.
- You will be asked to fill in the clinic registration form and then you'll be taken with your parents/guardian (or staff member if your parents aren't there) to a consulting room.
- The nurse will explain the process that is going to happen and you can ask questions.
- You'll be asked to drink some water (so that it's easier for you to provide a urine sample a bit later).
- The nurse will also check the consent form that was completed at school and you'll be asked about your medical history.

### **What Next**

- A nurse (of your gender) will supervise you while you remove all of your clothes apart from underwear and put on a disposable gown and a cotton gown. These will cover you up completely.
- You'll be asked to wash your hands.

### **Giving the Urine Sample**

- The nurse will take you to the washrooms which are just down the corridor.
- When you get there, you will be given a container for the collection of urine.
- You will then go into the cubicle designated by the nurse and provide the sample.
- The nurse will be waiting just outside the cubicle, and you'll give him/her the container when you come out.

### **Finally,**

- You will return to the clinic, where you can witness the sealing and labelling of the container.

- The consent form will be returned to your parents/guardian (or teacher if accompanying you).
- You'll be free to go.
- The result of the test will be available within 2/3 days, after which your parents may arrange a follow-up appointment for you.

## Appendix K: Targeted interventions schools can take when addressing substance misuse

Providing a range of targeted interventions, schools can support students at risk for substance misuse or who have engaged in substance misuse. Examples of targeted interventions include:

- **Early identification and assessment:** Early identification and assessment programs are designed to identify students who may be at risk for substance misuse so that they can receive early interventions and support. These programs may involve behavioural observations, screenings, or assessments that help identify students who are struggling with substance misuse. Once identified, schools can provide early interventions, such as counselling or referral to support programs, to help these students address their challenges before they become more serious.
- **Counseling and support services:** Counseling and support services are a key component of targeted interventions for substance misuse. These services can include individual or group counselling, peer support groups, or mentoring programs. Counselling can help students develop coping skills and strategies for managing stress and other triggers that may contribute to substance misuse. Peer support groups can provide a sense of community and belonging and help students feel less isolated and more supported. Mentoring programs can give students positive role models to help guide them towards making positive choices.
- **Referral to treatment programs:** Referral to treatment programs is an important targeted intervention for students struggling with substance misuse. These programs may include substance abuse treatment centres, mental health clinics, or other specialised programs that can help students overcome substance misuse challenges. Schools can work with outside providers to ensure students receive the support and care they need.
- **Education and prevention programs:** Education and prevention programs are designed to provide students with information on the risks associated with substance misuse, healthy behaviours, and decision-making skills. These programs can help students make informed choices about substance use and reduce their risk of substance misuse. Education and prevention programs may include classroom presentations, workshops, or other activities that provide students with information and resources on substance misuse prevention.
- **Parent involvement:** Parent involvement is an important targeted intervention for students struggling with substance misuse. Schools can involve parents by providing them with information and resources on substance misuse prevention and encouraging them to participate in their child's treatment plan; this may include attending counselling sessions, participating in support groups, or working with the school to develop and implement interventions that support their child's recovery.



## Appendix L: Intensive interventions schools can take when addressing substance misuse

By providing a range of intensive interventions, schools can support students experiencing significant substance misuse challenges. Intensive interventions include:

1. **Intensive counselling or therapy:** Schools can provide students struggling with substance misuse with intensive counselling or therapy sessions to address the root causes of their substance misuse challenges. This may involve individual or group therapy sessions, cognitive-behavioural therapy, or other evidence-based treatments designed to help students develop coping skills and strategies for managing their substance use.
2. **Referral to specialised treatment programs:** Referral to specialised treatment programs may be necessary for students requiring more intensive support and care, such as residential or outpatient programs. Schools can work with outside providers to ensure students receive the support and care needed to overcome their substance misuse challenges.
3. **Family involvement:** Family involvement is an important component of intensive interventions for substance misuse. Schools can work with families to develop and implement personalised support plans, including family therapy sessions, parent support groups, or other interventions to support the student's recovery. Family involvement helps students feel supported and connected and promotes positive behaviours and decision-making skills.
4. **Individualized behaviour plans (IBPs):** Schools can develop individualised behaviour plans (IBPs) for students who are struggling with substance misuse. IBPs outline specific goals and accommodations for the student, and may include strategies to support the student's recovery, such as modified academic schedules or alternative assignments. IBPs can help ensure that students receive the support and accommodations they need to succeed academically while also addressing their substance misuse challenges.
5. **Peer support programs:** Peer support programs can be an effective intensive intervention for substance misuse. These programs involve matching students with peer mentors who have experienced similar challenges with substance misuse and have successfully overcome them. Peer mentors can provide emotional support, guidance, and motivation to students who are struggling with substance misuse, and can help them develop positive coping skills and strategies.
6. **Involvement of police services:** In cases where substance misuse involves illegal activities or poses a threat to the safety of students or staff, schools may need to involve law enforcement to investigate instances of substance misuse or to address situations where students are engaging in illegal activities related to substance misuse. Police services can also work with schools to provide education and outreach programs on substance misuse



prevention and the legal consequences of substance misuse. By working together with schools to develop effective prevention and intervention strategies, law enforcement and schools can help support the overall well-being and academic success of students.

## Appendix M: Guidance for principals - Permanent exclusion in cases of substance misuse

This document is to be used for guidance only and aims to assist Principals in applying the ESF Suspension and Exclusion Policy in cases where substance misuse has occurred that may merit permanent exclusion.

The tool below offers a means via which Principals can test their thinking about a permanent exclusion decision against a series of indicators. Any indicators in one side of the table can provide a basis for a decision; the more indicators that occur in that side of the table, the stronger the basis for deciding in that direction.

This document is subsidiary to the terms of the ESF Suspension and Exclusion Policy and any analysis undertaken by the Principal using the contents of this document is non-binding on the eventual decision taken.

Indicators that would generally encourage a permanent exclusion	Indicators that would generally encourage a response other than permanent exclusion
Student has supplied prohibited substances to others in a way that is systematic and intentional	Student has been involved only incidentally in distribution of prohibited substances to others. There may have been a collective intention to acquire and share the substances in question
Student has supplied prohibited substances to others motivated by personal gain	Student’s involvement in distributing prohibited substances was not motivated by personal gain
Student has supplied prohibited substances to others repeatedly over time	Student’s involvement in distributing prohibited substances was a one-off and is unlikely to be repeated
Substance misuse by the student is continuous and heavy despite previous agreements having been made and/or previous interventions having been put in place	Usage is minor, infrequent; any previous attempts to stay clean have generally been successful and this is a minor setback in an otherwise positive journey
Student has procured and possessed prohibited substances intentionally and with full knowledge of the harmful effects of the substances	Student has procured and possessed prohibited substances unintentionally, and/or under duress or intimidation, and/or without full knowledge of the harmful effects of the substances
Student has been deceitful in the acts of	Student has been consistently honest and

<p>substance misuse in which they have engaged, and has not engaged with the school's guidance or assisted their investigations</p>	<p>helpful in responding to the substance misuse concern</p>
<p>Students' acts have occurred on-site and/or have affected the good order and management of the school</p>	<p>Students' acts have been at a distance from the school community and have not affected the good order and management of the school</p>