



# OAKLANDS CATHOLIC SCHOOL AND SIXTH FORM COLLEGE

With delegated responsibility from the  
Edith Stein Catholic Academy Trust

## DRUGS EDUCATION POLICY

APPROVED BY LOCAL GOVERNING BODY	MARCH 2022
SCRUTINISED BY ETHOS AND STRATEGY COMMITTEE	FEBRUARY 2022
DATE LAST REVIEWED	FEBRUARY 2022
MEMBER OF STAFF RESPONSIBLE	DEPUTY HEAD
STATUTORY / NON-STATUTORY	NON-STATUTORY



Community

Unity



Opportunity

## Policy Amendments

<b>Version Date</b>	<b>Section / Page</b>	<b>Amendments</b>
February 2022	9.00 / Page 5 10.00 / Page 6	Update to the organization of PDC programme and staff changes
	Appendix 1 / Page 10	Old PDC curriculum model replaced with update version

## **1.0 Description of the Setting**

- 1.1 Oaklands Catholic School and Sixth Form College is an 11-18 school with approximately 1400 students on roll. It is set in a pleasant campus environment and students are drawn from a wide catchment area including the Catholic Havant Pastoral Area. The school is popular and over-subscribed. Just below 30% of children belong to other Christian denominations or faiths.
- 1.2 "We value the importance of providing for students an environment where they can develop their unique God given gifts and feel lovable, loved, capable and valued members of the community. This is relevant for all students but particularly for those students who most need to experience God's love" (Oaklands Values Statement).

## **2.0 How the Policy was Formulated**

- 2.1 This policy was drawn up by the Deputy Headteacher in consultation with Governors, SLT, Pastoral Year Heads, the Head of Personal Development and Citizenship and the Head of Science. It has been formulated according to the advice issued by the DfE and Association of Chief Police Officers (ACPO) September 2012.

## **3.0 National Guidance**

- 3.1 The policy was drawn up using a range of national documents including:
- DfE and ACPO Drug Advice for Schools document (DfE, 2012)
  - New Psychoactive Substances & Acute Behavioural Disturbance Guidance for Educational Settings 2016
  - "Screening, searching and confiscation: advice for headteachers, staff and governing bodies" document (DfE January 2018)
  - Keeping Children Safe in Education 2018
  - Working Together to safeguard Children 2018

## **4.0 Definitions and Terminology**

### **4.1 Definition of Drugs**

The definition of a drug given by the United Nations office on Drugs and Crime is: "A substance people take to change the way they feel, think or behave". Here, "drugs" and "drug education" is used to refer to:

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

### **4.2 The school's stance towards drugs, health and the needs of students**

The possession, use or supply of illegal and other unauthorised drugs in Oaklands Catholic School is not acceptable. The school is committed to safeguarding the health, safety and wellbeing of all members of the school community. In providing drugs education and responding to incidents involving drugs, our first concern is the pastoral care and health and safety of students.

## **5.0 Aims and Objectives of the Policy**

- To clarify the legal requirements and responsibilities of the school
- To reinforce and safeguard the health and safety of students and the whole school community
- To clarify the school's approach to drugs for all staff, students, governors, parents/carers, external agencies and the wider community
- To give guidance on developing, implementing and monitoring the drug education programme
- To clarify the procedures for responding to and managing any drug-related incidents that may occur so that they are managed with confidence and consistency and in the best interests of those involved
- To ensure that the response to incidents involving drugs and the drug education programme complement the values and ethos of the school
- To provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
- To reinforce the role of the school in contributing to local and national strategies.

## **6.0 Policy Context**

- 6.1 As part of their statutory duty to promote students' wellbeing, schools have a clear role to play in preventing drug misuse. The Drugs Education Policy has been developed with reference to Department for Education advice and guidance: DfE and ACPO drug advice for schools (DfE-000012012) which is non-statutory and was produced to help answer some of the most common questions raised by school staff in this area.
- 6.2 The drugs education of students takes into account the statutory requirements within the National Curriculum: Science Programmes of Study, the non-statutory framework for PSHE at Key Stages 3 and 4 and the statutory Citizenship Programme of Study at Key Stages 3 and 4.
- 6.3 Other related policies and documents include
- Ethos and Values Statement of the School
  - PDC curriculum map
  - Child Protection and Safeguarding Policies
  - Health and Safety Policy
  - Behaviour Policy
  - Equal Opportunities Policy
  - Educational Trips and Visits Policy
  - The use of medication in school
  - The home – school agreement
  - The staff Code of Conduct.

## **7.0 Where and to whom the Policy applies**

- 7.1 This policy applies to all school staff, students, parents/carers, governors and other partner agencies working with the school. The policy applies to the school premises, the school day, while travelling to and from school, journeys in school time, work experience, day and residential trips and when the school is deemed to be in loco parentis.

## **8.0 Aims of Drug Education**

- 8.1 Drug education is a major component of drug prevention.

- 8.2 The following aims of drug education at Oaklands will be consistent with the values and ethos of the school and laws of society as well as being appropriate to the age, ability and maturity of the students, and relevant to their particular circumstances:
- 8.2.1 To increase students' knowledge and understanding and clarify misconceptions about
- the short and long-term effects and risks of drugs
  - the rules and laws relating to drugs
  - the impact of drugs on individuals, families and communities
  - local and national use
  - the complex moral, social, emotional and political issues surrounding drugs
- 8.2.2 To develop students' personal and social skills to make informed decisions and keep themselves safe and healthy, including
- promoting positive attitudes to healthy lifestyles
  - assessing, avoiding and managing risk
  - communicating effectively
  - resisting pressures
  - finding information, help and advice
  - devising problem-solving and coping strategies
  - developing and maintaining self-awareness and self-esteem in order to motivate them to value their welfare and conscientious care of themselves
- 8.2.3 To enable students to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences
- 8.2.4 To ensure that students have access to and knowledge of up to date information as sources of help. This includes local and national helplines (including FRANK for drugs, NHS Smoking Services for tobacco and Drinkline for alcohol), youth and community services and drug services. These sources are used in addition to the school's own drug and alcohol education

## **9.0 Organisation of the PDC Programme**

- 9.1 Personal Development Learning (PDL), Relationships and Sex Education (RSE) and Drugs Education fall under the remit of the Personal Development and Citizenship (PDC) Department at Oaklands.
- 9.2 PDC is delivered by the PDC Department as a discreet subject once a fortnight from Years 7-11.
- 9.3 The programme is co-ordinated by the Head of PDC in conjunction with the line manager for PDC who is a member of SLT.
- 9.4 PDC is delivered using a combination of teaching methodologies: group work, collaborative investigations, individual research as well as having certain components delivered by visiting speakers and outside agencies.
- 9.5 PDC is evaluated using pupil voice (through written reflections) and teacher feedback and due to the nature of the subject it is constantly being updated to provide relevant and factually accurate information.
- 9.6 Students in Years 7-11 also have a weekly pastoral focus entitled 'The Oaklands Way' which can also be used to target relevant PSHE topics.
- 9.7 In the Sixth Form, students receive substance misuse information as part of their tutorial programme. This takes place once a fortnight (one hour lessons) and topics include health and well-being presentations from outside agencies as well as specialist teacher presentations on aspects of drug abuse and misuse.

## 10.0 Staff Support and Training

- 10.1 Staff who teach PDC have departmental meetings in which information is shared and feedback from courses attended is cascaded.
- 10.2 Staff are encouraged to apply for courses to enable them to keep up to date and the school actively promotes CPD as a professional responsibility of all staff.

## 11.0 Monitoring and Evaluation

- 11.1 This is conducted through some lesson observation and through the PDC Departmental Review. Written evaluations by students and also a variety of informal activities involving feedback and evaluative discussion are built into the programme. These are all used to inform future planning.

## 12.0 Specific Issues

- 12.1 The following issues may occur within Drugs Education:

### 12.1.1 Visitors

Code of Practice for using visitors to support the delivery of Drugs Education

- Visitors are invited in to school because of their particular expertise or contribution they are able to make; invitations to visitors should be cleared with the Headteacher or designated teacher.
- All visitors must be appropriately qualified and trained to deliver work with children and young people in a school setting.
- All visitors must have a clear understanding of the aims and objectives of the session and have seen and understood the school's drug education policy.
- All input to PDC lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors must be aware of the school's protocols for dealing with any disclosures or distress shown by students during the session.
- Teachers must ensure that they reflect on the learning from particular sessions with students and visitors, assessing the learning, and building skills to support and enable pupils to make healthy choices and to avoid risk-taking behavior.
- Teachers must follow-up any unresolved issues or concerns and extend the learning begun by the visitor.
- All visitors are supervised and supported by a member of staff at all times unless alternative arrangements have been agreed with the Pastoral Deputy Head.
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.
- When a visitor is acting in their professional capacity in a consultation with an individual student, they will follow their own professional code of conduct.

### 12.1.2 Confidentiality

- Staff always ensure that students know that teachers cannot offer unconditional confidentiality.
- All students are offered sensitive and appropriate support as needed.
- Students are encouraged to talk to their parents and carers and supported to do so.
- Information about sources of help is made available e.g., helplines.
- If there is any possibility that a child may be at risk or putting others at risk, the school's Child Protection/Safeguarding procedure is followed (see Staff Handbook). Staff will reassure students that their best interests will be maintained and any child concerned will be supported through the process.

### 12.1.3 Dealing with Questions

- Ground rules established with the class set clear parameters of what is appropriate and inappropriate in a whole class setting.
- Students' questions are answered according to the age and maturity of the student concerned. Questions may be addressed individually later if more appropriate.
- Staff are given appropriate support, advice and training for dealing with questions.
- If a teacher is concerned, they will follow the Child Protection/Safeguarding procedures.

## 13.0 The Needs of Pupils

- 13.1 The wider pastoral needs of students are met through the schools comprehensive pastoral support system and through Student Services.
- 13.2 Students are signposted to internal support structures (Form Tutors, Heads of Year, Learning Support, Pastoral Officers) as well as external agencies (e.g. FRANK, Off the Record, PRISM, YISP, Catch 22, School Nurse Service)

## 14.0 Management of Drug-Related Incidents

### 14.1 Defining a drug-related incident

Drug-related incidents include any or all of the following:

- drugs or drugs paraphernalia found on school premises;
- students in possession of illegal or unauthorised drugs;
- students supplying unauthorised or illegal drugs;
- students under the influence of drugs, or exhibiting signs of intoxication or illness;
- disclosure of drug use;
- information which suggest student(s) are involved in substance misuse;
- illegitimate sale/supply of drugs in the school vicinity.

### 14.2 If there are any suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs (possession, supply or imbibing):

- Utmost priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If in doubt, medical assistance will be sought immediately.
- The Headteacher or the Deputy Headteacher will be informed of the situation immediately.
- Dialogue with the student(s) will be undertaken by the Headteacher or Deputy Headteacher as soon as possible in order to determine the facts. The emphasis will be on listening to what people have to say and asking open rather than closed or leading questions. Consideration will be given to separating any students involved in the incident and ensuring that a second adult witness is present.
- The Headteacher or the Deputy Headteacher will inform, consult and involve others as necessary. Careful attention will be given to respecting the confidentiality of those involved.
- Where they have reasonable grounds for suspecting that a student(s) may have an illegal or unauthorised drug, they will be escorted to a senior member of staff who will make every effort to encourage the individual to hand the item(s) over voluntarily, in the presence of a second member of staff. Where possible the gender of the member of staff carrying out a search will correspond to the gender of the student. Where the individual refuses, the Headteacher, or member of staff authorised by them, may exercise their statutory power to search the student(s) or their possessions, without consent. Education and Inspections Act 2006 (s93)
- Staff may search school property, for example, students' lockers, if they believe drugs to be stored there. Prior consent will always be sought. Individuals will be made aware that if consent is refused the school may wish to proceed with a search.

- After any search involving students, parents/carers will normally be contacted by the school, regardless of whether the result of the search was positive or negative.
- Any substance suspected of being a drug will be confiscated. In taking temporary possession of a suspected substance, a second adult witness will be present, the sample will be sealed in a plastic bag with details of the date, time and witness present and then locked in the security cupboard.  
If the substance is suspected to be an illegal drug, the police will be notified immediately, in order that they may collect it for identification and then store or dispose of it in line with locally agreed protocols. In the majority of cases, parents will be notified immediately unless this is not in the best interests of the student.
- A detailed record of the incident will be made by the Deputy Headteacher. A copy of the record will be kept by the Deputy Headteacher. See Appendix 2. There will be no other copies of the incidents.
- The school will maintain vigilance about drug-related incidents in the local community through contact with police and other relevant agencies.

## 15.0 Responses to Drug Related Incidents

- 15.1 The school will consider each incident individually and will employ a range of responses to deal with each incident.
- 15.2 Any response will balance the needs of the individual with those of the wider community and will aim to provide students with the opportunity to learn from their mistakes and develop as individuals.
- While there is no legal obligation to inform the police, if an offence against the Misuse of Drugs Act is suspected or substantiated, it will be appropriate to consider contacting the police. If so, the Headteacher, or member of staff authorised by them, will make the call.
  - If necessary, an urgent meeting will take place on the same day as the incident, or as soon as possible (between the Headteacher and appropriate member of SLT) in order to decide whether others outside the school should be informed. These may include parents/carers, the appropriate personnel in the LA, Childrens' Social Care and police.
  - Responses to / sanctions against students who commit drug offences will be decided following dialogue between the Headteacher, appropriate member(s) of staff, Drugs Liaison Officer and other appropriate colleagues.
  - Possible responses include:
    - targeted intervention
    - referral
    - counselling
    - behaviour support plans
    - inter-agency programmes
    - fixed-term exclusion
    - pastoral support programmes
    - a managed move
    - permanent exclusion
  - Responses and sanctions will take into account:
    - the seriousness of the incident
    - the short and long term welfare of the student(s) concerned
    - the short and long term welfare of other students
    - guidance in DfE and ACPO drug advice for schools (DfE-00001-2012) consistency with published school rules, codes and expectations
    - consistency with disciplinary action for other drug related incidents - consistency with disciplinary action for other misdemeanours.
  - The Headteacher will take responsibility for liaison with the media if required.



## **16.0 Early Intervention**

- 16.1 The school has a key role in identifying students at risk of drug misuse. The process of identifying needs should aim to distinguish between students who require general information, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.
- 16.2 The school will also be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. Where problems are observed or suspected or if a child chooses to disclose that there are difficulties at home, safeguarding procedures will be followed. This may include involving sources of support for the child such as Childrens Social Care, services commissioned by the Drug and Alcohol Teams (DAAT) programmes and, where appropriate, for the family.

## **17.0 Tobacco-Smoke Free School**

- 17.1 Oaklands is a non-smoking / vaping school for all staff, students and visitors.

## **18.0 Role of the Governors**

- 18.1 As part of their general responsibilities for the strategic direction of the school, governors have a key role to play in reviewing and monitoring this policy.

## **19.0 Dissemination**

- 19.1 All staff will be reminded of this policy and its procedures through the staff handbook and the whole school folder on O365
- 19.2 Parents will be able to access this policy on the school website.

# Appendix 1

## SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Citizenship	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school (Starting PDC at Oaklands) and personal safety in and outside school	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty and unwanted contact	Understanding democracy, government and the rights and responsibilities of citizens	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: religious discrimination, disability discrimination, homophobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Understanding democracy, government and the rights and responsibilities of citizens	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Understanding democracy, government and the rights and responsibilities of citizens	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Addressing extremism and radicalisation Community cohesion and challenging extremism	Exploring influence The influence and impact of drugs, gangs, role models and the media	Deepening understanding of democracy, government and the rights and responsibilities of citizens	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication, relationship challenges and abuse, stalking and harassment	Independence Responsible health choices, and safety in independent contexts	Deepening understanding of democracy, government and the rights and responsibilities of citizens	

## Appendix 2

### Drug Related Incident Reporting Sheet

#### OAKLANDS CATHOLIC SCHOOL AND SIXTH FORM COLLEGE

##### DRUG -RELATED INCIDENT RECORDING SHEET: ILLEGAL DRUGS

PUPIL'S NAME :	ETHNICITY:
FORM CLASS:	
HEAD OF YEAR:	
<b>INCIDENT DETAILS:</b>	
DATE:	TIME:
LOCATION:	
DESCRIBE INCIDENT:	
WHAT DRUG WAS INVOLVED?	
ANALYSED BY WHOM?	
EVIDENCE KEPT? DESTROYED?	
BY WHOM? WITNESSED BY?	
WAS A SEARCH OF PUPIL'S LOCKER/ BAG/BELONGINGS CARRIED OUT?	
BY WHOM? WITNESSED BY?	

**SCHOOL RESPONSE:****STEP 1 IMMEDIATE RESPONSE:**

EMERGENCY?

PARENTS NOTIFIED?

HEAD NOTIFIED?

POLICE NOTIFIED?

OTHERS NOTIFIED?

**SCHOOL RESPONSE****STEP 2 MAKING A DECISION:**

NAME OF LEAD MEMBER OF A STAFF

WHEN / WHERE DISCUSSED AND WITH WHOM?

CIRCUMSTANCES TO CONSIDER? (e.g. age of student, first offence, nature of drug etc)

HOW SERIOUS DOES THE SCHOOL CONSIDER THE INCIDENT TO BE?

HOW SERIOUS DOES THE PUPIL /PARENTS CONSIDER THE INCIDENT TO BE?

SCHOOL POLICY?

CONSISTENCY WITH PREVIOUS DECISIONS MADE BY THE SCHOOL?

WHAT ARE/ HOW WILL THE PUPIL'S BEST INTERESTS BE SERVED?

COUNSELLING / TREATMENT SERVICE REFERRAL NEEDED?

DRUGS EDUCATION PROGRAMME NEEDED FOR PARENTS / CARERS OR PUPILS?

**STEP 3 : DECISION TAKEN**

WHEN?

BY WHOM?

HOW?

REVIEWED?

Signed ..... Date .....

## **Appendix 3**

### **Useful Organisations**

- A3.0 Addaction is one of the UK's largest specialist drug and alcohol treatment charities. As well as adult services, they provide services specifically tailored to the needs of young people and their parents. The Skills for Life project supports young people with drug misusing parents. Website: [www.addaction.org.uk](http://www.addaction.org.uk)
- A3.1 ADFAM offers information to families of drug and alcohol users, and the website has a database of local family support services. Tel: 020 7553 7640 Email: admin@adfam.org.uk Website: [www.adfam.org.uk](http://www.adfam.org.uk)
- A3.2 Alcohol Concern works to reduce the incidence and costs of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems Tel: 020 7264 0510. Email: contact@alcoholconcern.org.uk Website: [www.alcoholconcern.org.uk](http://www.alcoholconcern.org.uk)
- A3.3 ASH (Action on Smoking and Health) A campaigning public health charity aiming to reduce the health problems caused by tobacco. Tel: 020 7739 5902 Email: enquiries@ash.org.uk Website: [www.ash.org.uk](http://www.ash.org.uk)
- A3.4 Children's Legal Centre operates a free and confidential legal advice and information service covering all aspects of law and policy affecting children and young people. Tel: 01206 877910 Email: clc@essex.ac.uk Website: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)
- A3.5 Children's Rights Alliance for England - A charity working to improve the lives and status of all children in England through the fullest implementation of the UN Convention on the Rights of the Child. Email: info@crae.org.uk Website: [www.crae.org.uk](http://www.crae.org.uk)
- A3.6 Drinkaware - An independent charity that promotes responsible drinking through innovative ways to challenge the national drinking culture, helping reduce alcohol misuse and minimise alcohol related harm. Tel: 020 7307 7450 Website: [www.drinkaware.co.uk/](http://www.drinkaware.co.uk/)
- A3.7 Drinkline - A free and confidential helpline for anyone who is concerned about their own or someone else's drinking. Tel: 0800 917 8282 (lines are open 24 hours a day)
- A3.8 Drug Education Forum – this website contains a number of useful papers and briefing sheets for use by practitioners: Website: [www.drugeducationforum.com/](http://www.drugeducationforum.com/)
- A3.9 DrugScope is a centre of expertise on illegal drugs, aiming to inform policy development and reduce drug-related risk. The website includes detailed drug information and access to the Information and Library Service. DrugScope also hosts the Drug Education Practitioners Forum. Tel: 020 7520 7550 Email: info@drugscope.org.uk Website: [www.drugscope.org.uk](http://www.drugscope.org.uk)
- A3.10 FRANK is the national drugs awareness campaign aiming to raise awareness amongst young people of the risks of illegal drugs, and to provide information and advice. It also provides support to parents/carers, helping to give them the skills and confidence to communicate with their children about drugs. 24 Hour Helpline: 0800 776600 Email: frank@talktofrank.com Website: [www.talktofrank.com](http://www.talktofrank.com)
- A3.11 Mentor UK is a non-government organisation with a focus on protecting the health and wellbeing of children and young people to reduce the damage that drugs can do to their lives. Tel: 020 7739 8494. Email admin@mentoruk.org Website: [www.mentoruk.org.uk](http://www.mentoruk.org.uk)

- A3.12 National Children's Bureau promotes the interests and well-being of all children and young people across every aspect of their lives. Tel: 020 7843 6000 Website: [www.ncb.org.uk](http://www.ncb.org.uk)
- A3.13 Family Lives - A charity offering support and information to anyone parenting a child or teenager. It runs a free-phone helpline and courses for parents, and develops innovative projects. Tel: 0800 800 2222 Website: [http://familylives.org.uk/](http://familylives.org.uk)
- A3.14 Re-Solv (Society for the Prevention of Solvent and Volatile Substance Abuse) A national charity providing information for teachers, other professionals, parents and young people. Tel: 01785 817885 Information line: 01785 810762 Email: [information@re-solv.org](mailto:information@re-solv.org) Website: [www.re-solv.org](http://www.re-solv.org)
- A3.15 Smokefree - NHS Smoking Helpline: 0800 169 0 169 Website: <http://smokefree.nhs.uk>
- A3.16 Stars National Initiative offers support for anyone working with children, young people and families affected by parental drug and alcohol misuse. Website: [www.starsnationalinitiative.org.uk](http://www.starsnationalinitiative.org.uk)
- A3.17 Youth Offending Teams – Local Youth Offending Teams are multi-agency teams and are the responsibility of the local authority, who have a statutory duty to [prevent offending by young people under the age of 18. Website: <https://www.gov.uk/youth-offending-team>