

Protocol stimulants

FOREWORD

Het Rijnlands Lyceum Oegstgeest wishes to provide a safe learning environment for its students which will enable them to achieve their full potential. To this end, we actively observe a healthy and safe social climate. The choices that the students can make with respect to smoking, alcohol and drugs, and the possible consequences of those choices, can cause both the healthy and safe social climate and the personal development of the student to come under pressure. Our pedagogical aim is to enable students to make sensible choices. The Stimulants Regulations indicates emphatically the school's stand that alcohol and drugs do not go together with learning. Our efforts are focused, therefore, on preventing the students getting into situations that violate this regulation, by way of prevention, detection, and guidance. The Stimulants Protocol clearly states at what moment action is expected, what action that should be and who in the school should carry it out. With that, it describes, supplementary to the stimulants regulations, not only the course of action expected of the teachers and staff of Het Rijnlands Lyceum Oegstgeest in the case of established violation of articles 7, 8 and 10 of the regulations mentioned above, but also the course of action that is expected if there is a suspicion of problematic use of the stimulants that appear on lists 1 and 2 of the Nederlandse Opiumwet (Dutch Opium Law) without any evidence that articles 7, 8 and 10 of the regulation are applicable. Employees at Het Rijnlands Lyceum Oegstgeest are obliged to proceed according to the directives in this protocol.

Article 7

Drugs mentioned on list 1 and list 2 of the Nederlandse Opiumwet are forbidden at school and at all gatherings that the school is responsible for organising, under all circumstances and in all situations.

Article 8

The possession of drugs, use of drugs or trafficking in drugs in or around the school is forbidden. Violation of this article leads, in principle, to expulsion from the school.

Article 10

Disciplinary action follows any violation of this regulation. Confirmed violation always leads to referral to the department head or to the management. The actions that can be taken range from a reprimand to expulsion from school.

Protocol

This protocol relates to the following situations regarding the use or the alleged use of stimulants that fall within the responsibility of the school:

1. The student violates the stimulants regulations

2. Signs deduced from the student's behaviour by
 - a. school staff
 - b. outsiders

3. The student seeks help.

Each of these situations has its own procedure that will be described below.

- a. *The student violates the stimulants regulation*

If a teacher or member of staff establishes that a student violates or has violated articles 7 and 8 of the stimulants regulation, it is always reported to the Deputy Head of the Department. A report of possession, use or trafficking of drugs at school means, in all cases, that the "serious misbehaviour" procedure will be started. The procedure, through the process of listening to both sides of the argument, leads to the management making a judgement regarding the disciplinary measures to be taken. The management decides whether or not to go through the entire procedure. Should the management, after having heard all the evidence, decide not to complete the procedure and, with that, not to expel the student from school, conditions can be stipulated for the student's remaining time at the school (for example, being treated by in-house or outside care workers).

- b. *Signs derived from the student's behaviour by school staff*

Step 1: Spotting the Signs

The teaching staff at Het Rijnlands Lyceum Oegstgeest is alert to spotting the signs that can indicate the use of drugs (absence, school marks falling behind, coming late to lessons). The caretakers in particular are on the lookout for any unusual behaviour in the students outside lesson times. They monitor any possible contact between students from the school and outsiders in the schoolyard or in the immediate surroundings.

The one who observes the signs informs the tutor of the student concerned. The tutor assesses whether there is cause to have an initial talk with the student concerned. If they do decide to talk to the student, the department head will always be asked for any further information about the student. During the talk, the tutor will, in any case, inform the student that an account of the discussion will be put in the student's records or that a note will be made in the student's LVS, and that the parents will be informed that the talk has taken place. The tutor gives the student the opportunity to give an account of the discussion first to their parents. After the talk, the tutor, in consultation with the department head, assesses whether there is cause to hold a second talk with the student and their parents. The department head makes the decision on whether they attend the talk.

Step 2: Guidance

The aim of the first, detection talk is to provide an answer to the question of whether specific guidance of the student in this area is necessary and feasible. If that is the case, agreements will be made between the school, student and the parents during the second talk. The department head sees to it that the agreements are put in writing. The tutor monitors the execution of the agreements, any progress in the guidance, and further communication with the parents. During this phase, the tutor may seek advice

from members of the care team. The department head informs the Principal of the main points.

If the student proves unreceptive to guidance, then the tutor draws their attention strongly to the stimulants regulations.

c. *Signs spotted by those other than school staff*

Step 1: Spotting the Signs

It is possible that outsiders will express their concerns or want to verify their suspicions with the school. These outsiders could be parents who want to react to the stories heard from their children, people living in the neighbourhood who are suffering inconvenience, fellow students who are worried etc. The informant will be put in touch with the tutor. Students who want to express their concerns about a fellow student may choose to whom they talk.

If no name is known or no name can be mentioned, the informant will be put in touch with a member of the management team.

Step 2: Guidance

If the report cannot be traced to an individual student, then the informant can only be given advice in general terms. In addition, attention will be drawn to the fact that our school has a care team.

If the report comes in with the first name and surname of the student concerned, the tutor decides whether the student will be approached. The tutor asks whether the informant has any objections to their name being made known to the student concerned. The tutor has an initial talk with the student in order to hear their reaction to the information that has been received. The tutor proceeds with the guidance given in situation 2a ("Signs derived from the behaviour") if the initial talk calls for it. The tutor lets the informant know of any action taken.

Students who express their concerns about fellow students will be put in touch with members of the care team, in any event. Where possible, the care team supports these students during the process that follows. When members of the care team are the ones chosen to talk to, then they deal with it in the same way as described for the tutor. The care team judges for itself whether the tutor and the department head should be informed. If this does not happen, the care team can justify it at all times.

Agreements on further support and guidance should be made with the student concerned and their parents in this situation, too. If the informant does name the student, they will be put in touch with the tutor.

d. *The student seeks help*

Step 1: Spotting the Signs

The student who wants to talk about their own problematic use, or who asks directly for help, is urged to contact a member of the care team.

Step 2: Guidance

The care team examines the request for help and determines on its own responsibility

who has to be brought into the process that follows. The care team involves the student in the choice of support. The care team also discusses with the student the fact that asking for help does not mean that the school's regulations will be waived. The care team informs the department head. The care team deals with the matter according to its own protocol.