



MAGHERAFELT LEARNING PARTNERSHIP
DRUGS EDUCATION POLICY

St. Pius X College

COLLEGES/SCHOOLS

	<p>Kilronan School</p>
	<p>Magherafelt High School</p>
	<p>Rainey Endowed School</p>
 <p>Sperrin College</p>	<p>Sperrin Integrated College</p>
<p>St. Mary's Grammar School, Magherafelt.</p> 	<p>St. Mary's Grammar School</p>
	<p>St Pius X College</p>
	<p>Northern Regional College</p>

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Introduction

The Magherafelt Learning Partnership (MLP) policy provides a focus for our schools and colleges to consider how drugs education should be implemented and developed within the curriculum, and outlines the roles, responsibilities and legal duties of key staff. From a wider perspective, it gives parents and the local community an opportunity for involvement in drug issues.

Copies of the guidance on which this policy is based (Drugs: Guidance for schools in Northern Ireland) are available from the Department of Education website www.deni.gov.uk (Circular 2004/09).

Where appropriate, the implementation of this policy will operate in tandem with other relevant MLP and school policies including:

- Pastoral Care Policy
- Child Protection Policy
- Medicines Policy

Ethos

The MLP sees its role as that of a caring community committed to the physical, mental, social, emotional, moral and spiritual health, safety and well-being of its pupils and staff.

It is hoped that primary prevention and the protection of all school members will be achieved through the general ethos of the Partnership schools and colleges through an effective Pastoral Care Programme and a comprehensive Drugs Education Programme.

Rationale

The schools and colleges in the MLP are committed to protecting and promoting the health and safety of all members of the school communities.

The schools and colleges have a vital preventative role to play in combating the misuse of drugs by young people. Therefore, a drugs education programme is included in the curriculum of all Partnership schools.

The Partnership wants its pupils to make informed and responsible decisions about drugs by increasing their knowledge and by developing in them appropriate values, attitudes and skills. However, it is recognised that drug misuse is a whole-community issue and that schools alone cannot solve the drugs problem. School is only one of a number of groups and agencies which must play a part in the education of young people. The expertise of these groups and agencies is utilised where possible in the delivery of the programme.

Consequently, neither the misuse of drugs or alcohol by the members of the school/college nor the illegal supply of these substances on school premises is condoned within the partnership. Any instances of possession, use or supply will be regarded with the utmost seriousness. A distinction will be made between those using the drug and those engaged in drug trafficking

The schools and colleges in the MLP do not condone the misuse of drugs but recognise that there has been a considerable increase in the abuse of drugs in recent years in Northern Ireland. Drug misuse appears to be affecting an ever-younger population and the so-called "recreational" use of drugs can lead to a dangerous acceptance of illegal and harmful drug misuse as part of everyday life.

Range of substances

For the purpose of this document and in line with the guidance issued to all schools by the Department of Education (Circular 2004/09) and in conjunction with CCEA guidance (2004)

‘A drug is any substance which, when taken, has the effect of altering the way the body works or the way a person behaves, feels, sees or thinks.’

As well as everyday substances such as tea and coffee, drugs include:

- alcohol and tobacco, (including e- tobacco)
- "over-the-counter" medicines, such as paracetamol
- prescribed drugs, such as antibiotics, tranquillisers, inhalers and Ritalin
- volatile substances, such as correcting fluids/thinners, gas lighter fuel, aerosols, glues and petrol
- controlled drugs, such as cannabis, LSD, Ecstasy, amphetamine sulphate (speed), magic
- mushrooms (processed), heroin and cocaine
- other substances such as amyl/butyl nitrite ('poppers')
- legal highs *as well as performance enhancing drugs*
- all other substances construed as 'legal highs' under current and future legislation.

Aims and Objectives

Aims

1. To protect young people from the harm associated with the use and misuse of drugs so that they will know how to make healthy, informed choices through increased knowledge, developing a positive self-image, challenging their attitudes and developing and practising the skills needed to resist temptation.
2. To promote a collaborative approach to drug education, policy and procedure across all participating post-primary schools.

Objectives

1. To have a clear and agreed understanding among all members of the MLP community about the implications and possible consequences of drug use/misuse.
2. To provide all staff (teaching and non-teaching) with adequate training and support to enable them to deal effectively and confidently with incidents of suspected drug misuse, and to ensure that the agreed procedures are consistently and sensitively applied in all situations.
3. To empower teaching staff through appropriate training and support to develop and deliver an effective drug education programme. *(Where appropriate, further advice and support will be sought from the appropriate statutory/external agencies (see Appendix 1).*
4. To provide a Drug Education Programme which:-
 - develops pupils' self- esteem and promotes positive attitudes in their relationships with others;
 - gives pupils opportunities to develop the values, skills, knowledge and understanding necessary to make informed and responsible decisions about the use/misuse of drugs including tobacco, alcohol and volatile substances, within the context of a healthy lifestyle;
 - helps pupils develop the skills necessary to assert themselves confidently and resist negative pressures and influences.
5. To provide appropriate support and assistance for those pupils affected by drug-related issues. This may include referrals to appropriate external agencies at the discretion of the school (see Appendix 1) with the school endeavouring to ensure that the support being offered is appropriate and not conflicting with support offered by other agencies.
6. To inform parents of the content of this policy and the procedures to be implemented in the management of incidents of suspected drug misuse.
7. To establish an environment in which schools and colleges are free from the misuse of all drugs.

Roles and Responsibilities

Pupils

- Be aware of and adhere to school rules in relation to drug use/misuse, including tobacco, alcohol, over-the-counter and prescribed medication, volatile substances and controlled drugs.

Parents/Guardians

- Support the school/college and Learning Community in the development and implementation of this policy, including the school's procedures for handling incidents of suspected drug misuse and the Drug Education Programme.
- Support their son/daughter if they have become involved with drugs.

All staff (teaching and non-teaching)

- Be alert to the possibility of drug use/misuse.
- Be familiar with their school's procedures in the handling of suspected drug-related incidents.
- It is not the responsibility of the individual staff member to investigate the circumstances surrounding an incident; however he/she should deal with any emergency procedures if necessary.
- Any information, substance or paraphernalia received should be forwarded to the Designated Teacher for Drugs who may have to take immediate action.
- Be aware that smoking (including use of e – tobacco) or the consumption or possession of alcohol on school premises during school hours is a serious breach of conduct.

Teachers delivering the Drug Education Programme

In addition to the above:-

- Deliver the school's Drug Education Programme.
- Try to create an atmosphere in the classroom in which pupils can freely contribute to discussion, safe in the knowledge that the comments, ideas and feelings of the group are valued.
- Support pupils in their class if necessary.
- Liaise with the Designated Teacher for Drugs regarding any aspect of the programme/policy, as necessary.

The Designated Teacher for Drugs (Mrs E Toner)

- Ensure that all staff and parents are aware of and have access to a copy of the policy.
- Have oversight and co-ordination of the planning of curricular provision in compliance with the statutory requirements including periodic update and review of the policy.
- Liaise with other staff responsible for pastoral care in co-ordinating the delivery of the Drug Education Programme.
- Be responsible for co-ordinating the school's procedures for dealing with incidents of suspected drug misuse.
- Co-ordinate training and induction of all staff in the procedures for dealing with incidents of suspected drug misuse.
- Determine the circumstances surrounding any suspected drug-related incident.
- Complete a 'Suspected Drug Incident' report form and forward to the Principal.
- Ensure the engagement and active participation of parents in all aspects of drug education.
- Act as the point of contact for outside agencies working with the school.

The Principal (Ms J Bartley)

- Ensure that members of the Board of Governors have been consulted on and ratified the policy.

In the case of incidents of suspected drug misuse:

- Ensure the welfare and well-being of the pupil(s) involved in the incident and the rest of the school community.
- Ensure that the following people are informed (where relevant):
 - * Parents/guardians
 - * PSNI - preferably the Community and Schools' Liaison Officer
 - * Board of Governors
 - * Designated Officer in NEELB/CCMS
 - * Members of staff
 - * Other pupils and parents informed within the confines of confidentiality
- Agree, in consultation with the Board of Governors, appropriate pastoral and disciplinary responses in relation to the incident, including counselling services/support.
- Retain written records of the incident and ensure a copy of the report is submitted to Board of Governors and NEELB/CCMS (where applicable).
- Review procedures and amend as appropriate.

The Board of Governors

- Examine and approve the completed policy and Drug Education Programme, prior to their implementation in the school.
- Ensure the policy is published in the school prospectus and that it is reviewed at regular intervals.
- Be fully aware of, and adequately trained, to deal with suspected incidents of drug misuse, including tobacco and alcohol, and their appropriate disciplinary response.
- Agree, in consultation with the Principal, appropriate pastoral and disciplinary responses in relation to suspected drug related incidents.
- Designate a Governor to work with the Principal and Designated Teacher for Drugs in relation to drug-related incidents.

The Caretaker

- Be vigilant and conduct regular checks of the school grounds for drug-related paraphernalia and inform the designated teacher for drugs as appropriate.
- Ensure the safe storage, handling and disposal of potentially harmful substances such as solvents and cleaning fluids.

Staff Training

All staff will receive a copy of the Drugs Education Policy. Professional Development in Drugs Education will be provided on the basis of a Professional Development Programme in each school. This may include drugs awareness, safe storage of harmful substances, teaching methodologies, procedures for managing drugs-related incidents, first aid training and communication with parents and pupils. The training will be organised by the MLP.

Additional training as required is provided through in-service sessions during and after school by external speakers from the PSNI, NEELB or other local agencies. All staff are audited on their understanding of and satisfaction with the policy on a biennial basis. (Appendix 2)

The Drug Education Programme

It is the MLP's policy that a Drugs Education Programme features in the learning experience of all pupils. The Programme does not confine itself to the issue of illegal drugs but encompasses also misuse of alcohol, tobacco, solvents, magic mushrooms and sports related drugs and builds on the work covered in Key Stage 2.

In addition, the drug education programme provides opportunities for pupils to:

- acquire knowledge and understanding in relation to drug use/misuse;
- identify values and attitudes in relation to drug use/misuse;
- develop skills to enable them to consider the effects of drugs on themselves and others;
- make informed and responsible choices within the context of a healthy lifestyle.

The Drug Education Programme is delivered mainly through the pastoral programmes and LLW.

Suspended timetabling enables visits and workshops by experts and outside agencies at all Key Stages.

Across the Key Stages pupils will be:

- made aware of the school's rules relating to drugs (legal and illegal);
- informed about legal and illegal drugs, the different categories of drugs, their effects and associated health risks, legal status, effects and appearance and the nature of addiction and scientific terminology;
- informed about the law relating to drugs;
- informed about the misuse of drugs in sport;
- helped to identify and understand pressures and influences relating to drugs;
- given advice on support available within the school, locally and nationally;
- given the opportunity to assess personal strengths and weaknesses and attitudes towards drugs and drug users;
- given the opportunity to develop communication skills and assess the consequences of actions and manage conflict and aggressive behaviour;
- given the opportunity to explore alternative social and leisure pursuits.

Teaching strategies employed include instruction, discussion, brainstorming, buzz groups, debating, case studies, role-play and drama, ranking, standpoint taking, group work and video showing.

At each Key Stage, the content of the lessons is appropriate to the age, maturity and experience of the pupils concerned. The teacher will seek to deal sensitively with issues with due regard for the level of maturity of the pupils in the classes while avoiding the over dramatised or sensationalised approach which can be counterproductive with young people. Heads of Key Stage liaise to ensure continuity and progression in the knowledge, understanding, skills and values addressed.

Pupil evaluation of the Programme will take place after the programme of lessons is complete (Appendix 3).

Procedures for Dealing with Suspected Drug-Related Incidents

The following procedures are based on the fundamental principle that the school/college acts *'in loco parentis'* and the school/college will always take steps that would reasonably be expected of any parent/carer to safeguard the well-being and safety of the pupils and staff in its charge.

The school/college will at all times give careful consideration as to how any information relating to an incident of suspected drug misuse is communicated to staff, pupils and parents/carers.

A summary of the actions to be taken by members of staff in the event of a suspected drugs-related incident are outlined below. Further details can be found in Appendix 4, Appendix 5, Appendix 6 and Appendix 8.

1 Individual Staff Member

- Assess situation and decide action;
- Secure First Aid and send for additional staff support if necessary;
- Make situation safe for all pupils and other members of staff;
- Carefully gather up any drugs and/or associated paraphernalia/evidence. Pass all information and evidence to the Designated Teacher for Drugs; and
- Write a brief factual report of the incident and forward it to the Designated Teacher for Drugs.

2 Designated Teacher for Drugs

- Respond to first aiders advice/recommendations regarding the incident;
- In the case of an emergency inform parents/guardians immediately;
- Take possession of any substance(s) and associated paraphernalia found;
- Inform Principal;
- Take initial responsibility for pupil(s) involved in suspected incident; and
- Complete an Incident Report Form (see Appendix 7) and forward it to the Principal.

3 Principal

- Determine the circumstances surrounding the incident;
- Ensure that the following people are informed where relevant:
 - Parents/guardians;
 - PSNI;
 - Board of Governors;
 - Designated Officer in NEELB/CCMS.
- Agree pastoral and disciplinary responses including counselling services/support;
- Forward a copy of the Incident Report Form to the Chairperson of the Board of Governors and the Designated Officer within the NEELB and CCMS if appropriate; and
- Review procedures and amend, if necessary.

Dealing with the Media

If a school receives an enquiry from the media, the caller will be referred only to the Principal, or in the event of his/her absence to the Vice Principal (Pastoral).

When responding to the media, the privacy of the pupil will be respected. Short, factual statements will be given and the concluding statement will be positive, and reassuring. No further comments will be given.

Pastoral Care

Fundamental to dealing with incidents of suspected drug misuse is the principle of '*in loco parentis*'. The school/college will always take the steps that would reasonably be expected of any parent to safeguard the well-being and safety of all the pupils in its charge.

During and after an incident the individual needs of the pupil will be considered. Parents will be involved and counselling, where appropriate, arranged.

Concern for other pupils in the school is also important and where the incident may have endangered, or is likely in the future to endanger, the welfare of other pupils, it is their interests which will be paramount.

Sanctions

The school will consider any issue relating to the possession, use, sale or handling of illegal drugs in school, or in connection with the school (eg whilst travelling to and from school, whilst in school uniform or whilst on a school trip) as a very serious breach of school discipline. The procedures outlined below will be followed in dealing with such matters:-

- Any reported incident will be fully investigated by the Principal and/or Vice Principal.
- Where illegal drugs or drug related materials are found or when, in the reasoned opinion of the Principal, there is evidence that illegal drugs have been used, handled, sold or brought into school, the pupil's parents will be contacted and the PSNI, NEELB and Chairperson of the school's Board of Governors will be informed of the incident.
- Pupils involved in such drug related incidents will be suspended from school while:-
 - further investigations are carried out; and
 - the school's Board of Governors can meet to discuss the matter.
- The school's Board of Governors will consider what action should be taken in relation to such issues. This may include the option of requesting that pupils involved be expelled from the school. Such requests, if deemed appropriate, will be made to the NEELB Expulsions Sub-Committee who will make the final decisions in this matter.
- Parents will be kept informed at all stages of the process and will be entitled to discuss the matter with the Board of Governors Chairperson/full Board of Governors, as and when appropriate.
- Where a pupil returns to school following their involvement in an issue relating to illegal drugs, the school will provide counselling/support for the pupil, **who will be expected to engage with such support services**, to ensure that there is no repeat of their behaviour in relation to a similar matter.

Monitoring And Evaluation

The policy will be formally reviewed every two years. The MLP's Programme of Drugs Education will be reviewed on an annual basis by designated members of staff. Following a drug-related incident the Principal and relevant personnel will meet to ensure that the policy still meets the individual and collective needs of the school.

The MLP Vice-Principals will ensure that procedures are in place to monitor and evaluate the effectiveness of all aspects of this policy. Information will be collected from pupils, staff and parents. The MLP will endeavour to be fully informed of all developments/publications in drugs-related issues before amending this policy.

Consulting Parents And Pupils

Consultation with pupils in relation to this policy helps to develop a strong sense of shared understanding and the development of credible programmes tailored to meet their needs and expectations. This is done through the Student Council, through discussion groups and a consultation process.

Parents have a vital role to play in the prevention of drug misuse and should be involved fully in the education of their child. They will be consulted in relation to this policy, especially the Drugs Education Programme. Parents will be informed when external agencies are being used to address drugs related issues and are encouraged to discuss drug issues with their child whenever possible. Parents will also be made aware of the each school's procedures for dealing with drug related incidents.

Consulting staff

All staff will be audited via the biennial audit regarding the Drug Education Policy. Issues raised will be addressed by the Designated Teacher and passed onto the MLP Pastoral VPs as part of the review process.

Staff involved in the delivery of the Drug Education Programme will be audited each year to ascertain any issues regarding content and further training requirements, if any, by the relevant Head of Key Stage. Issues raised will be brought to the attention of the Designated Teacher.

The Designated Teacher for Drugs will liaise annually with the Heads of Key Stage and be responsible for addressing any issues raised.

Responsibility for the review and implementation of the policy lies with the Designated Teacher for Drugs in each school/college

Communication and Dissemination of Policy

Through comprehensive drugs education, the MLP aims to help pupils understand the personal and social risks and the implications of drug-taking.

The MLP will ensure that drugs education will be provided for all students via the Pastoral Programme, Personal Development Programme, Religious Education Programme, Health Education Programme and, where practicable, through all relevant areas of the curriculum.

This Drugs Education Policy follows the guidance in the Department of Education Circular 2004/9 and the booklet "Drugs: Guidance for Schools" (CCEA, 2004) and is available to all staff, parents and pupils via the school website: (insert school website)

APPENDIX 1

The following organisations may be used for more specialised assistance:

TIPSA

Phone number: 028 86763388

Website: www.tipsa.co.uk

NEW LIFE COUNSELLING

Phone number: 028 90391630

Email: info@newlifecounsellin.net

Website: www.newlifecounselling.net/contact

FAMILY ADVICE CENTRE - L'Derry / Belfast/ Magherafelt

Phone number: 79365097

Contact Ms Hazel Mercer

Telephone 0808 8010 722

Email belfast@pcshelp.org

Website www.parentingni.org

DUNLWEY ADDICTION CENTRE – Ballymena

Phone Number 02825652105/07766740153

Ms Pauline O'Reilly

LIFELINE HELPLINE

Phone number: 0808 808 8000

Website: www.lifelinehelpline.info

MIND YOUR HEAD

Phone number: 028 90311611

Website: www.mindingyourhead.info

PUBLIC HEALTH AGENCY

Phone number: 028 90311611

Website: <http://www.publichealth.hscni.net>

SAMARITANS

Phone number: 0845 90 90 90

Email jo@Samaritans.org Website:

<http://www.Samaritans.org>

THE PARENTS' ADVICE CENTRE (Support and Advice for Parents RE Alcohol)

Phone number: 0808 8010722

Website www.parentsadvicecentre.org

ZEST SELF-HARM - Counselling

15A Queen Street

Phone number: 028 71266999

Website: www.zestni.tk.org

APPENDIX 2: QUESTIONNAIRE FOR STAFF

1. Are you aware of the school/college's Drugs Policy?
 Yes No |

2. Have you received a copy of the school/college's Drugs Policy?
 Yes No |

3. Do you know who the Designated Teacher for Drugs is within the school/college?
 Yes No |

4. Are you familiar with the school/college's position on: (Please ✓)
 Confidentiality
 Procedures for inviting/using visitors
 Procedures for dealing with an allegation of an incident
of suspected drug misuse

5. Do you think the school/college's Drugs Policy is workable?
 Yes No |

6. Are you involved in delivering the Drugs Education Programme?
 Yes No |

7. In your opinion which areas of the Drugs Education Programme have been successful?

8. In your opinion which areas of Drugs Education Programme have not worked well?

9. What, in your opinion, are the reasons for this? (Questions 7 and 8)

10. In your opinion what aspects of the Drugs Education Programme are not meeting the needs of the pupils?

11. Have you participated in any in-service training about using active learning approaches in your teaching? (Please ✓).
 In the last year In the last 2 years In the last 4 years Never

12. Have you received any in-service training about basic drugs awareness or procedures for handling suspected drugs-related incidents (Please ✓)

- In the last year In the last 2 years In the last 4 years Never

TRAINING NEEDS ASSESSMENT:

How competent do you feel in each of the following areas? (Please ✓)

(Numbers 1 to 4 rated from: **Very Competent** **Not Very Competent**)

- | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Trends in young people's drug use | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Legal issues relating to drug use | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Society's attitude towards drug use | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Approaches to drug and alcohol education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Interactive teaching methodologies | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Building self-esteem | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Dealing with drugs-related incidents | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Specialised support available to pupils | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

DRUGS EDUCATION TEACHER EVALUATION SHEET

Year Group/Class _____

Unit(s) taught _____

Please comment on the following:

Content <ul style="list-style-type: none"> • Length/amount • Easy to follow • Age appropriateness • Links to curriculum 	
Activities <ul style="list-style-type: none"> • Suitability • Effectiveness 	
Pupil response <ul style="list-style-type: none"> • Involvement • Learning • Homework 	
Resources <ul style="list-style-type: none"> • Suitability • Ease of use 	
Other <ul style="list-style-type: none"> • Further suggestions • Good practice 	

Many thanks for your help!

APPENDIX 3

DRUGS EDUCATION PUPIL EVALUATION SHEET

1. What did you enjoy most about the drugs lessons you have been studying?

2. What did you like least about the lessons?

3. What was the most important thing you learnt?

4. What would you have liked to have covered that you did not?

5. Has your attitude to drugs changed because of the lessons? Please tick the appropriate box.

Yes

No

6. If "Yes", state how.

7. Would you be more or less likely to use the drug(s) studied in the future?

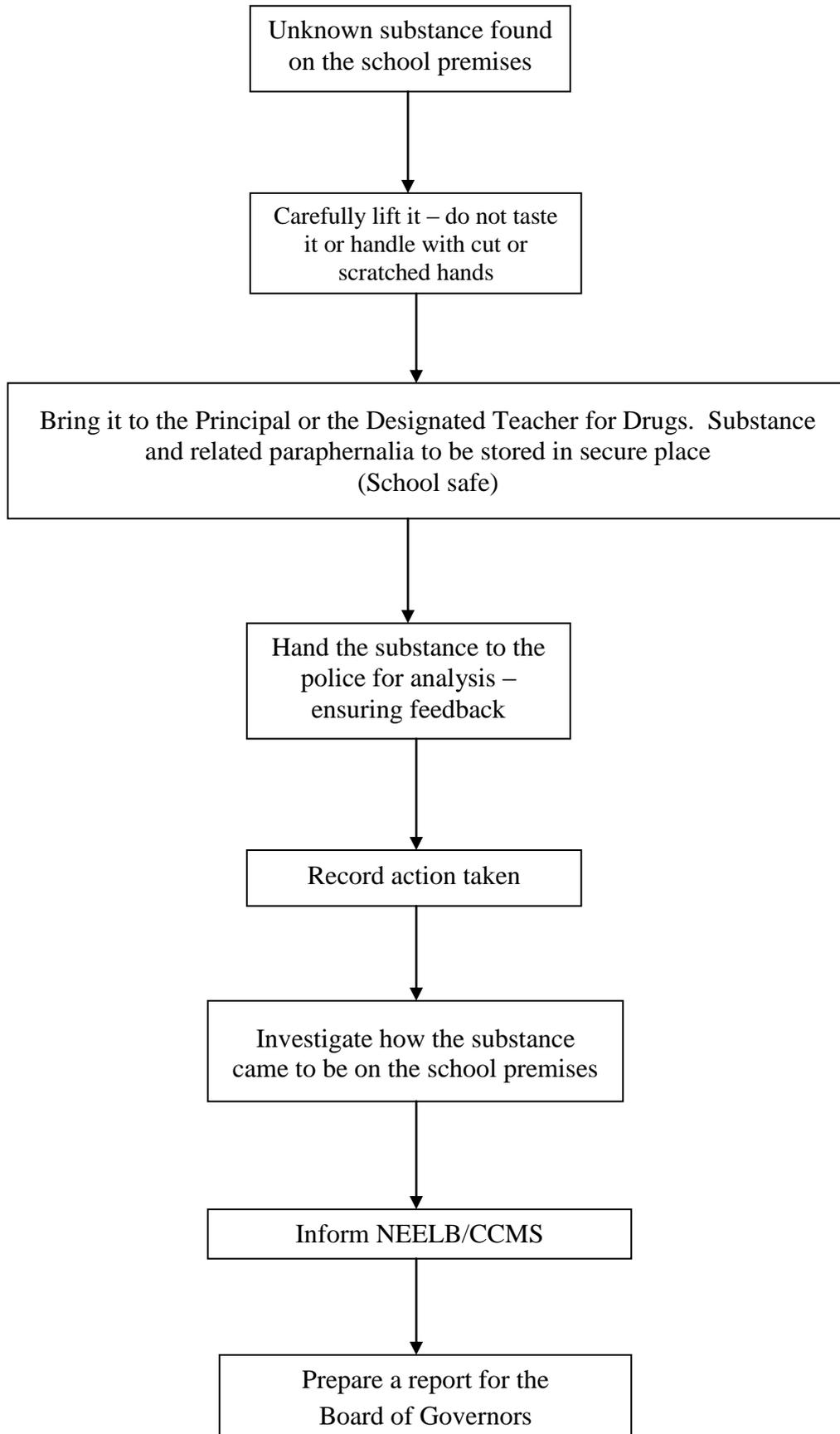
• More likely _____

• Less likely _____

• Unsure _____

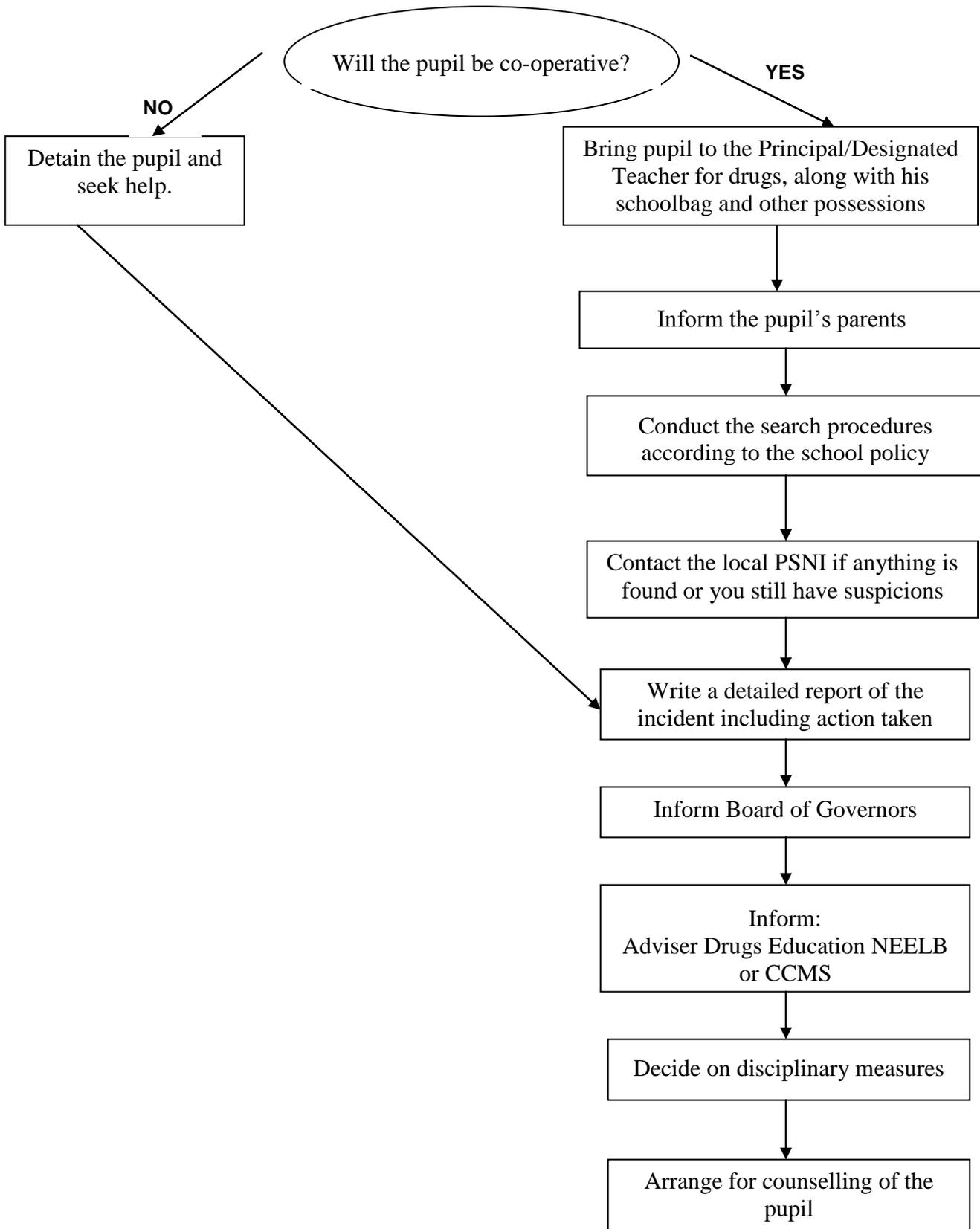
APPENDIX 4

Finding a substance on the school premises



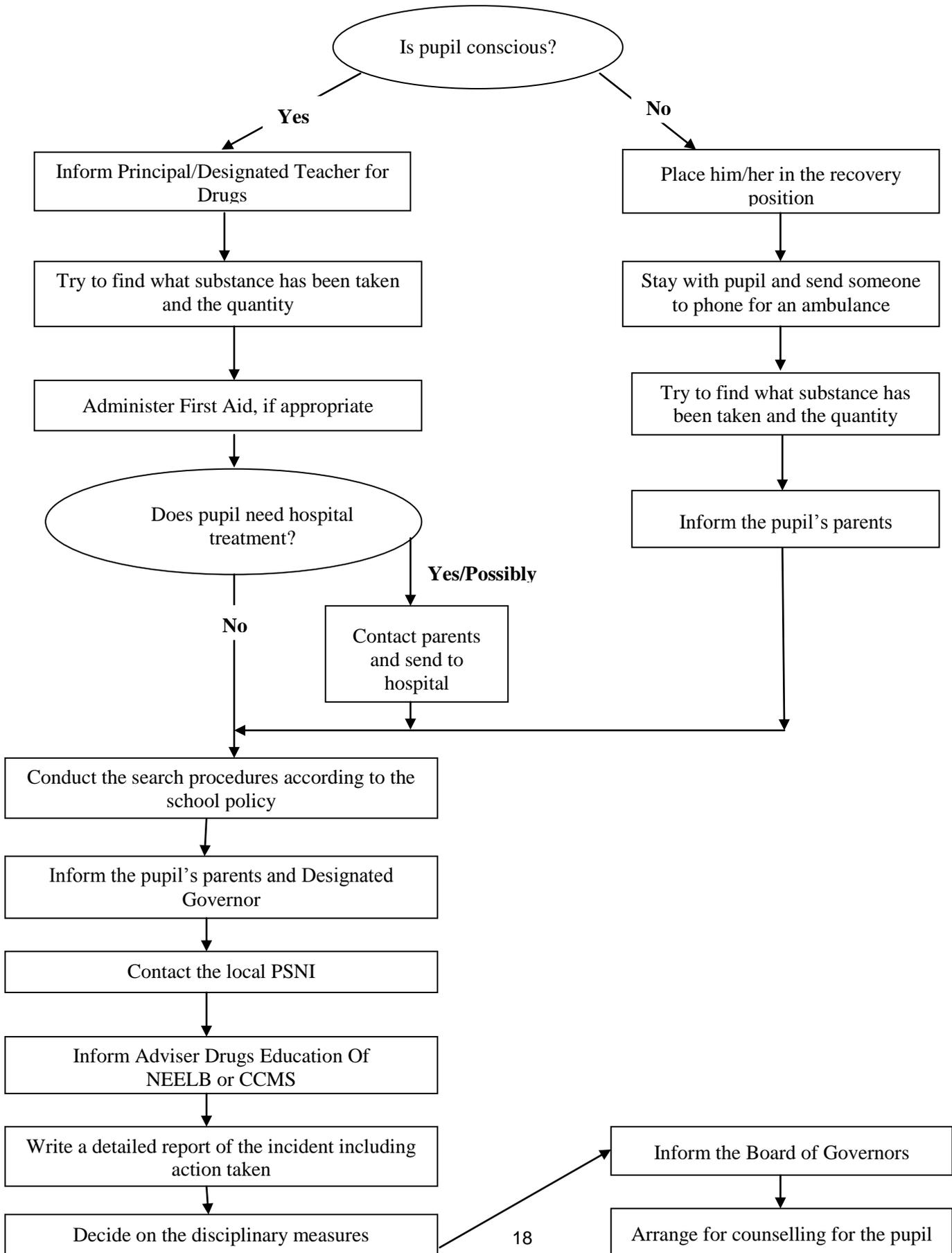
APPENDIX 5

Pupil suspected of possessing/distributing an illegal substance



APPENDIX 6

Pupil suspected of having taken drugs in school



APPENDIX 7

Drugs – Related Incident Report Form

Section 1: General Details	
Name of pupil:	D.o.B.
Home Address:	Post Code:
Reported by:	Position:
Date of Incident:	Time:
School:	Year/Class

Section 2: Medical/First Aid	
First Aid Given?	Yes/No:
	By whom?
	Brief Details:
Ambulance Called?	Yes/No:
	By whom? Time:
Sample Found?	Yes/No:
	By whom? Time:
	Brief details

Section 3: Contact(s):	
Parents Informed?	Yes/No
	By whom?
	Date: Time:
Police informed?	Yes/No
	By whom?
	Date Time:
Sample given to police?	Yes/No:
	By whom? Date:
NEELB/CCMS informed?	Yes/No
	By whom? Date:

Section 4 Details Of The Incident:	
Incident Details:	
School Principal Signature:-	Date:
Board/CCMS Officer Signature:-	Date:

Section 5 Outcome: (To be completed by the Principal only)	
Disciplinary:	
Pastoral:	
Other:	
Outline support available to pupil:	
School Principal Signature:-	Date:

APPENDIX 8

Procedures for Dealing with Suspected Drug-Related Incidents

These procedures, depending on the circumstances, should be followed if a drugs related incident occurs on the school premises, during school activities, on school trips or while pupils are representing the school. The school will at all times give careful consideration as to how any information relating to an incident of suspected drug misuse is communicated to staff, pupils and parents/carers. When the media are involved, the Principal will deal with the matter.

PROCEDURES FOR HANDLING ALCOHOL MISUSE

School premises are alcohol free zones. MLP schools do not allow any alcohol to be brought onto or consumed in school premises. This applies to visitors, staff and pupils. (There may be exceptions to this e.g. an organised wine tasting to raise funds)

Adults breaking this rule will be referred to the Principal directly.

Pupils will be dealt with under a school's discipline policy.

PROCEDURES FOR HANDLING TOBACCO MISUSE

Each MLP school is a restricted environment with no one being permitted to smoke on the school premises or within the grounds.

Adults breaking this rule will be advised by members of staff.

Pupils breaking this rule will be dealt with under a school's discipline policy.

THE MANAGEMENT OF PRESCRIBED MEDICINES

MLP schools will not administer any medicines to pupils except:

- to retain and administer as necessary an epi-pen for any pupil liable to suffer allergic reactions in accordance with that pupil's Health Care Plan. The epi-pen dosage will only be administered by those staff trained to do so;
- to allow one panadol tablet for pain relief where the written permission of parents/guardians has been obtained;
- to allow pupils to take, under supervision, prescribed medication which must be taken between 9:00am and 3:30pm where the written permission of parents/guardians has been obtained and in accordance with each school's Medicine Policy.

All prescribed medicines remain the responsibility of the parent and should a child require taking such, it is the responsibility of the parent to inform the school in writing accordingly. Parents should refer to their school's Medicine Policy which may be accessed via the school's website.

PROCEDURES FOR DEALING WITH A DRUGS RELATED INCIDENT

When an incident occurs the member of staff involved should:

- Make the situation safe
- Send for support
- Assess the situation to see whether or not it is a life threatening situation
- Administer first aid if necessary
- If a drug is found, it should be secured in a safe place until dealt with by the police
- Report the incident

The incident will be in the first incidence reported to the Designated Teacher for Drugs and then to the Principal, who will contact the PSNI. The parents will also be contacted and made aware of the situation. The incident will be recorded by the teacher involved and by the Designated Teacher for Drugs. The Board of Governors will also be informed. All staff should be made aware of the procedures to be carried out, which follow the guidance in the Department of Education Circular 2004/9 and the booklet "Drugs: Guidance for Schools" (CCEA, 2004)

If there is a risk involved in the incident, then every effort should be made to ensure the **safety** of the **individual pupil** involved, other **pupils**, and all **staff**.

The following are examples of suspected drug related incidents and the procedures to be followed are outlined in the Flowchart in the relevant Appendix.

1. Finding a substance on school premises (Appendix 4)

Carefully gather up any drugs/paraphernalia/evidence lying around **being careful to take any appropriate safety precautions e.g. making use of latex gloves**. Give the materials as soon as is practical to the Designated Teacher for Drugs or an appropriate Senior Teacher **for suitable secure storage** until it is handed over to the police.

2. A pupil suspected of possessing/distributing an illegal substance (Appendix 5)

- Every effort should initially be made for that pupil to voluntarily produce the substance(s);
- If the pupil refuses, request the presence of parents;
- If there is no resolution the PSNI will be called to deal with the situation;
- At all times there should be two members of staff present.

School staff are not permitted to search pupils' clothing or possessions. Staff may search **school property** such as lockers, cupboards or stores. However, personal belongings cannot be searched without consent. **A search of a pupil's personal belongings, including school bag, coat or other items should only be made with the pupil's consent**. Such a search should be made in presence of the pupil and another adult witness. It is acceptable to ask the pupil to empty pockets and school bags.

3. A pupil suspected of having taken drugs in school (Appendix 6)

The following emergency procedures should be carried out if a pupil is in difficulty as a result of misusing drugs:

- Contact an ambulance and/or seek member of staff with First Aid Training to administer emergency aid;
- Remove any other bystanders from the immediate vicinity.
- Seek to find out what has been taken; this will benefit an ambulance crew and emergency aid.
- If the person has taken a depressant drug, such as alcohol, sleeping pills or painkillers, and is drowsy, it is important to keep them awake by getting them to walk, talking to them or applying a damp cloth to the back of the neck. They should **NOT** be given anything to eat or drink.
- If they are, or become unconscious, put them in the recovery position, clear airway if blocked and call an ambulance immediately. If they stop breathing begin mouth-to-mouth resuscitation.
- If the person has taken a stimulant, such as amphetamines or ecstasy, they may show various signs of distress. If they are panicking, reassure them and seek to calm them down. Get them to breathe in and out slowly; if hyperventilation occurs, get them to breathe in and out of a paper bag.
- If a person has taken LSD, they should be supervised in a quiet, darkened room. If a combination of drugs has been taken, a person can be anxious, distressed and fearful and will need to be reassured that you will take care of them. Tell them that it is the effect of the drugs and that it will wear off.

If the incident involves only legal drugs and poses no immediate risk, the incident should be investigated by the member of staff who should pass a written record of the details (a brief factual report, date, times, location and names of witnesses) to the Year Head who will apply appropriate sanctions. The Designated Teacher for Drugs should also be given a copy of the details.