

Moneyrea Primary School & Nursery



Drugs Education Policy

Moneyrea Primary School Drugs Education Policy

1 INTRODUCTION

Our school believes that the misuse of drugs endangers our pupils and adversely affects the wider community. It is the school's responsibility to ensure the child's health and safety and to promote their personal and social wellbeing. Drug misuse undermines this and hinders the child's development.

The policy considers how drugs education should be implemented within the curriculum, and outlines the roles and responsibilities of key staff. The policy complements our PDMU scheme, Pastoral Care Policy and Safeguarding and Child Protection Policies.

1.1 RATIONALE

Moneyrea recognises that young people in today's society are exposed to the risks associated with the *drug culture*.

The school wishes to promote the development of the 'whole person' which encompasses physical, mental, emotional, social and environmental health; by equipping pupils with the knowledge, skills, attitudes and values to help them to make informed choices in the present and to prepare them for adulthood.

Drugs education should therefore form an integral part of the school curriculum.

1.2 DRUGS EDUCATION IN CONTEXT

A life skills approach to drug prevention is essential and within PDMU, pupils are taught about raising self-esteem, self-confidence and assertiveness to prepare them for making informed decisions about drug use, the focus being on knowledge, social skills, attitudes and values.

2 THE RANGE OF SUBSTANCES

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

- *alcohol and tobacco*
- *'over the counter medicines' such as paracetamol for headaches*
- *prescribed drugs, such as antibiotics and tranquilisers*
- *volatile substances such as glues and aerosols*
- *illegal drugs such as cannabis, LSD and ecstasy*

The school recognises that this policy focuses mainly on illicit drugs.

Procedures for handling alcohol and tobacco misuse are outlined in Appendix 1. Procedures for handling prescribed medicines and volatile substances are outlined in Appendix 1 and in the school *Health and Safety policy*. This policy complements these policies and the *Child Protection Policy*.

If the Principal has reasonable grounds to suspect that drugs are being used or supplied on the school premises, they will take appropriate steps to inform the relevant bodies in order to avoid any liability as a 'manager or occupier' of premises.

If staff have taken possession of a substance for the purposes of protecting a pupil from harm and from committing an offence; they should under no circumstance, try to analyse or identify it. If they suspect it to be LSD, they should wear gloves when handling it, to avoid ingestion through the skin. The drug should be immediately stored in a safe place, and the police contacted.

3 HANDLING AND REPORTING INCIDENTS

A suspected drug related incident is described as

- Suspect drugs found on the school premises
- A pupil suspected of being in possession of drugs
- A pupil found to be in possession of drugs
- A pupil suspected of being under the influence of drugs
- An adult suspected of being under the influence of drugs

When an incident occurs, the member of staff involved should:

- Make the situation safe
- Send for support
- Administer first aid if necessary
- If an illegal 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 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 (Mrs. C Floyd).

All staff are made aware of these procedures. If a search needs to be made the Principal will conduct this with an appropriate witness.

3.1 CONFIDENTIALITY

Where a pupil discloses to a teacher that he or she is taking drugs, the teacher should make it clear that he or she can offer no guarantee of confidentiality. However, the teacher can advise the pupil of other sources of confidential information or advice. Pupils should also be encouraged to talk to their parents. A record will be made of the disclosure and the Principal is to be informed.

4 DRUGS EDUCATION WITHIN THE CURRICULUM

Drug education should not be seen as a one off topic but as a continuous process which involves the development of skills and attitudes enabling pupils to make informed choices. Effective drug education should take account of not only the individual, but also the family, their peer groups, and the wider community. Where possible, the school promotes the partnership between the parent and child, when addressing drug issues.

Drugs education forms part of our PDMU (HE) scheme and links to science elements in the World Around Us. Our curriculum provides opportunities for young people to develop their knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances, and their impact on health and lifestyle.

5 THE AIMS AND OBJECTIVES DRUGS EDUCATION

Our drugs education programme is based on the following aims and objectives:

5.1 AIMS

- To promote positive attitudes towards personal health.
- To develop self-discipline and self-respect.
- To build pupils' self esteem.
- To develop decision-making skills based on sound information
- To inform pupils of the effects of drug abuse, and the risks involved.
- To help pupils to understand how they can influence their peers.
- To develop knowledge and understanding of themselves and others as individuals.

5.2 OBJECTIVES

Drugs Education should enable pupils to develop a knowledge and understanding about drugs and drug issues, as well as the skills needed to cope with challenges they will encounter.

Pupils should be able to:

- Understand their own personality, needs, abilities and interests.
- Understand the process of reasoning required to make informed choices.
- Explore their own attitudes towards drugs and drug issues.
- Develop coping strategies to deal with peer pressure.
- Develop a competence in challenging attitudes and patterns of behaviour associated with drug misuse.
- Develop self-discipline.
- Understand what is meant by 'a drug' and the definition of 'addiction'.
- Understand how some drugs affect the body.
- Be aware of the benefits of healthy lifestyles.
- Recognise potential drug exploitation and how to take avoiding action.
- Be aware of the current drug culture and the effect of advertising campaigns.

6 THE DELIVERY AND ORGANISATION OF THE DRUGS EDUCATION PROGRAMME

Drugs Education is a whole staff issue. Moneyrea Primary School ensures that staff are regularly updated with changes in the curriculum and changes to the policy, which have an effect on their delivery of the curriculum. Where possible, staff receive in-service training on drug issues.

6.1 OUTSIDE AGENCIES

Moneyrea Primary School may use outside agencies to help delivery the drug education programme if the following criteria are met:

- The content and delivery of the programme has been jointly agreed.
- The programme and methods of delivery are consistent with the aims and objectives outlined in this policy.
- The Principal has given approval for the use of the outside agency.

7 LINKS WITH PARENTS, THE COMMUNITY AND PSNI

Parents play a vital role in the prevention of drug misuse. They should be fully involved in the education of their child. This is especially so with the drug education. Parents are encouraged to play an active role in homework tasks, and discuss drug issues with their child whenever possible. Parents are also made aware of the school's procedures for dealing with drug related incidents.

Moneyrea Primary School has developed good working relationships with the local PSNI. This helps to ensure that if a drug related incident is reported, it will be dealt with in a professional and discrete manner, and in keeping with the best interests of the child concerned.

8 THE ROLE OF THE PRINCIPAL

The Principal is responsible for the co-ordination of arrangements to deal with individual cases of suspected or actual drug misuse. This role includes:

- Implementing procedures as outlined in this policy for dealing with an incident
- Receiving any substance found in school
- Liaison with the appropriate authorities on any drug related incident
- Regularly updating staff on the policy and the procedures for dealing with a drug related incident
- The induction of new staff as appropriate
- Liaison with outside agencies in relation to drug related incidents
- Reviewing and updating the school drug policy, as necessary.

9 MONITORING AND EVALUATING

The school's drug education policy is periodically reviewed to reflect changing circumstances and trends in drugs use. The programmes of study for drug education are continually reviewed and any changes deemed necessary are implemented.

The induction of new staff will include introduction to this policy.

The policy is available to parents on request.

APPENDIX 1

PROCEDURES FOR HANDLING ALCOHOL MISUSE

The school premises are an alcohol free zone. The school does not allow any alcohol to be brought onto or consumed on the school premises.

Adults breaking this rule will be referred to the principal directly. Pupils will be dealt with under the school's discipline policy.

PROCEDURES FOR HANDLING TOBACCO MISUSE

No one is permitted to smoke on the school premises except in a designated smoking area. This area is for staff only and visitors are not permitted to smoke whilst in the building.

Adults breaking this rule will be advised by other members of staff. Pupils breaking this rule will be dealt with under the school's discipline policy.

THE MANAGEMENT OF PRESCRIBED MEDICINES

Parents must complete a data capture form indicating any medical condition their child may have.

School will only administer medicine where an administration of medicine form has been agreed with the school and signed by the parent. Staff will not administer any medication where the dosage is crucial or intimate touch is required in its administration.

If a pupil needs to bring a prescribed medicine into school, the following guidelines must be adhered to:

- A letter from the parent explaining the nature of the illness and the dosage required must be sent with the pupil
- The pupil must immediately give the medicine to their class teacher
- The class teacher must store the medicine in a secure space and ensure that only the pupil, for whom the medicine is prescribed, takes the medicine.

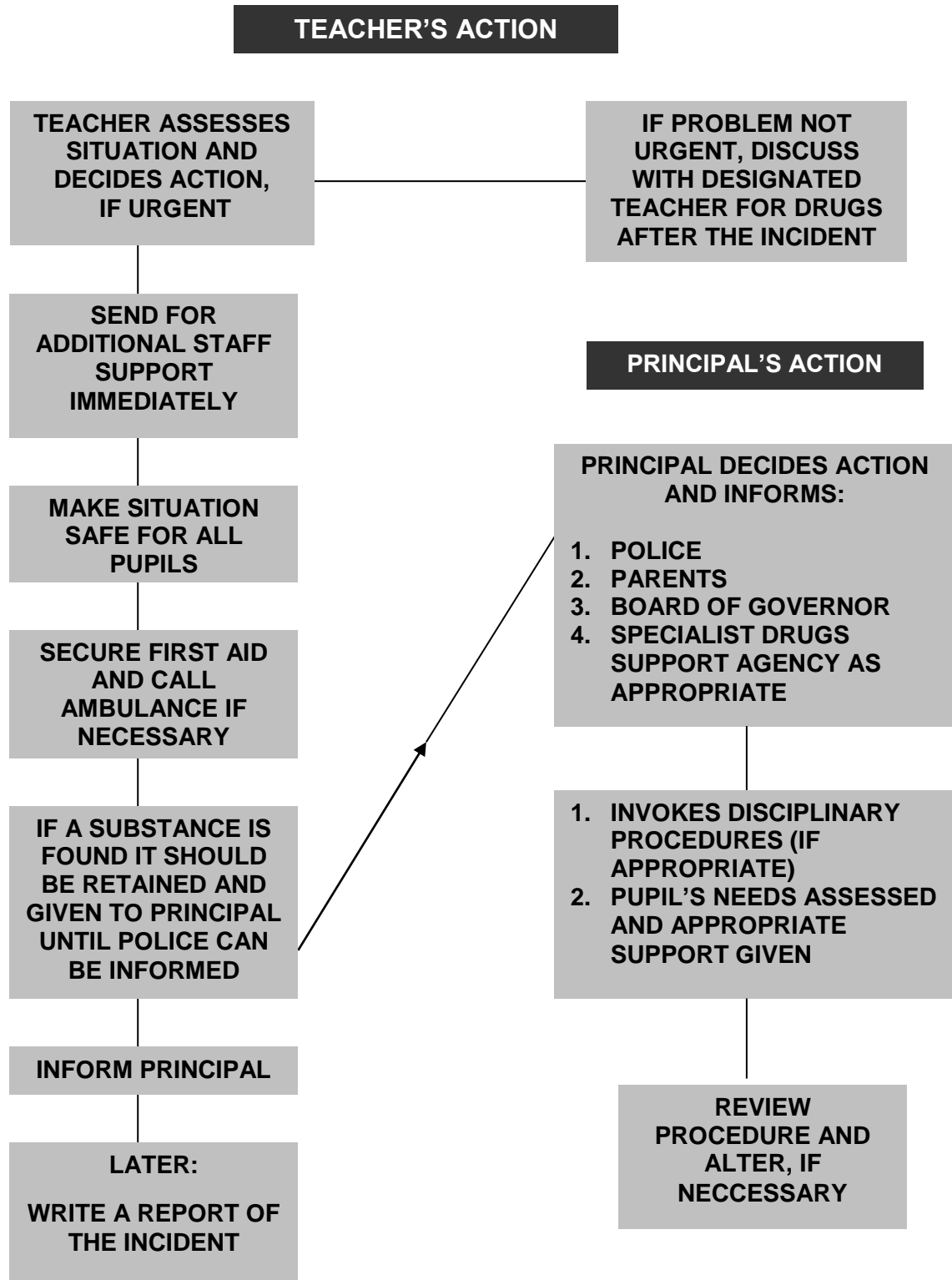
THE MANAGEMENT OF SOLVENTS

Pupils are not permitted to bring solvents or aerosols into school. This includes tippex fluid and pens, tippex thinners, glue, marker pens and spray deodorants. Pupils *are* permitted to bring felt tip pens to school.

All members of staff are responsible for the safe storage and usage of solvents in their classroom. Where possible they should be locked away when not in use. This includes white board markers, glues and paints. The cleaners and caretakers should also ensure that their stores are locked when not in use and that solvents are held in a secure place.

APPENDIX 2 - HANDLING INCIDENTS

Action to be taken in the event of a suspected incident of drug misuse where the designated teacher for drug issues is the principal:



APPENDIX 3 – EMERGENCY FIRST AID

Emergency Action for all members of the school community:

In the event of finding someone collapsed and unconscious, summon help and:

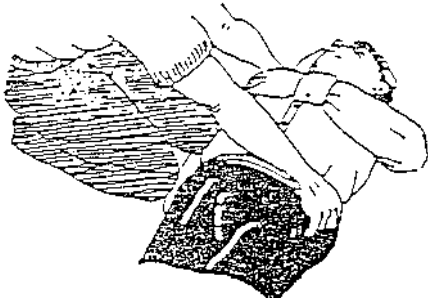
1. Check that the mouth is free of obstruction and the airway clear.
2. If necessary pull the tongue forward
3. Loosen clothing at the neck-line
4. Place the person in the recovery position with the head forward (refer to illustrations of recovery position next page)
5. Check for chest movement and colour of face, lips and tongue; if these begin to turn blue, a person qualified in first aid should resuscitate

THE RECOVERY POSITION



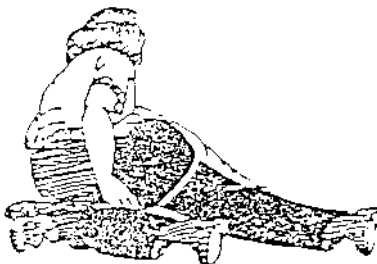
1

- Turn the face towards you
- Tilt the head backwards and move the jaw forward to ensure that the air-way remains open



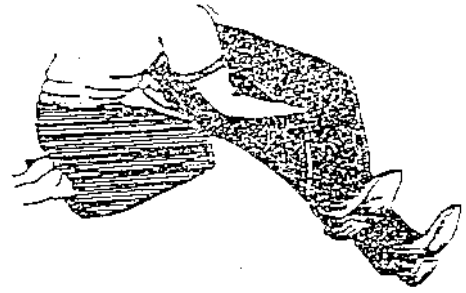
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- Support the head and grip the clothing at the hip
- Roll the casualty towards you until he/she rests against your knees



5

- Bend the uppermost leg and bring well forward to support the body



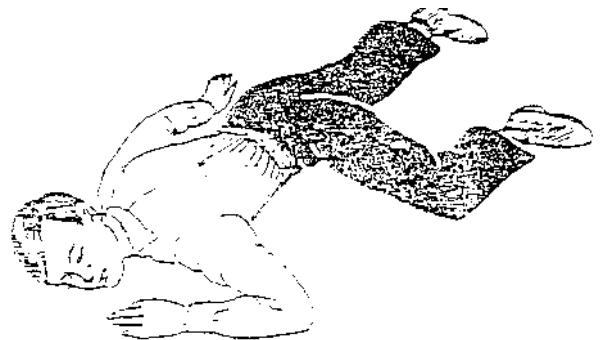
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- Place the arm nearest to you by the casualty's side, then slide the hand, palm upwards, under the buttock.
- Bend the other arm and lay it across the chest
- Lift the far leg and bringing it towards you cross it over the leg nearest you



4

- Check that the air-way remains open
- Keeping the uppermost arm bent, move it out from the body to act as a support



6

- Free the other arm to let it lie alongside the body

APPENDIX 4 – AREAS OF STUDY FOR DRUGS EDUCATION PROGRAMMES

KEY STAGE 1

KNOWLEDGE AND UNDERSTANDING	SKILLS	ATTITUDES
<ul style="list-style-type: none"> · Basic information about how the body works and ways of looking after the body · Safe and unsafe substances in the home · Simple safety rules · Medicines and tablets – reasons why they are used. · School rules · People who are involved with medicines and drugs · People who can help pupils when they have concerns · Introduction to the drugs pupils may encounter · Understanding that drugs can be harmful if not used properly 	<ul style="list-style-type: none"> · Personal likes and dislikes · Being friends with others · Communicating feelings and concerns about illness and taking medicines · Following simple instructions to keep themselves and others safe · When and how to get help from adults · Knowing how to say NO 	<ul style="list-style-type: none"> · Respect and caring for yourself and valuing the uniqueness of your own body · Respect and caring for others · Realising that it is sometimes appropriate and important to say “NO” · Realising that adults or older children are not always “friends”.

KEY STAGE 2

KNOWLEDGE AND UNDERSTANDING	SKILLS	ATTITUDES
<ul style="list-style-type: none"> · Detailed information on how the body works and how to keep it healthy · Different types of medicines, the value of some drugs, safety when using medicine · Effects of caffeine, alcohol and tobacco on the body and associated risks of drug taking · School rules relating to medicines, alcohol, tobacco, solvents and other drugs · Consideration of why some people take drugs · People who persuade others to take drugs: friends, known adults, peers, older children · Identifying pressures and influences. · Dangers from handling discarded drug-related equipment · First aid, where to get help, the law relating to legal and illegal drugs 	<ul style="list-style-type: none"> · Personal strengths and weaknesses · Handling social relationships · Expressing and communicating feelings and concerns about drugs and their use · Identifying risks · Coping with peer influences · Communicating with adults · Making choices and knowing the consequences of actions · Keeping safe, giving and getting help 	<ul style="list-style-type: none"> · Valuing yourself and others · Attitudes towards the use of alcohol and tobacco within the home and the wider society · Parents' and teachers' reactions to drugs and their use · Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them · Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs

Suggested outline for drugs education programme

TOPIC/SKILL AREA	SUBJECT	YEAR	TEACHING CONTEXT	RESOURCES

CONFIDENTIAL



**SOUTH EASTERN EDUCATION
AND LIBRARY BOARD**

RECORD OF DRUG RELATED INCIDENT

LIMITED ACCESS ONLY

1. Name of Pupil / Young person _____ DOB _____ Address _____ School / Youth Club _____
2. Date of Incident _____ Reported by _____ Time of Incident _____ Location of Incident _____
3. First Aid given YES / NO Administered by _____ Ambulance/Doctor Called YES / NO Time of Call _____ Drug Involved (if known) _____ Sample Found YES / NO
4. Parent Informed YES / NO Date _____ Time _____ By whom _____
5. Where sample retained _____ or Date Sample Destroyed _____ Time _____ Witnessed by _____
6. Police Informed YES / NO Date _____ Time _____ By _____ Name of Station / Officer _____
7. SEELB Drug Education Officer Informed YES / NO Date _____ Time _____ By whom _____
8. Form completed by _____ Date _____ Position _____ Countersigned by School Principal/Board Officer _____ Dated _____

Please retain one copy for your confidential file
and return the original to:

**Designated Officer – Drug Education
SEELB Headquarters
Grahamsbridge Road
BELFAST
BT16 2HS**

Tel No: 028 9056 6200

Fax No: 028 9056 6266