



ST MARY'S HIGH SCHOOL, NEWRY

Drugs Education Policy

Revised October 2021

REFERENCE:

DE Circular 2015/23 Drugs Education

CCEA Revised Guidance 2015 – Drugs Guidance for Schools in Northern Ireland

Rationale:

As a health promoting school, St Mary's supports its pupils in making informed, responsible decisions, helping them to cope with living in a society where increasing numbers of people are exposed to and/or use some sort of drug at some time in their lives. Research from the '*Young Persons' Behaviour and Attitudes Survey*' (YPBAS) (2013) shows that by post-primary school age, a significant number of young people are engaging with substances such as alcohol, cigarettes, including electronic cigarettes or solvents and/or have misused prescribed medicines or other substances. St Mary's has an important role to play in enabling our pupils to make informed and responsible decisions and helping them to cope with living in an increasingly substance-tolerant society.

The school takes active steps in providing pupils with the necessary knowledge and opportunities to develop essential skills, make healthy lifestyle decisions but also to deal with the influence and dangers of taking drugs. Children and young people are exposed to messages about drugs from an early age. Their exposure to the use and misuse of drugs may come through parent/carers, siblings, friends, television, and the mass media.

St Mary's provides a holistic response to substance misuse. It is the responsibility of the school to:

- have a relevant Drugs Education Policy, given to all new parents and available on the school website and App;
- ensure a consistent approach to Drugs Education through the school's Health Education/Personal Development Programme. This programme increases pupils' awareness of drugs and their effects including the legal consequences;
- have clear procedures for managing drugs-related incidents including informing the PSNI where a pupil is suspected to be in possession of a 'controlled drug';
- provide the necessary knowledge and skills which enhances pupil's ability to make positive choices and decisions regarding their personal wellbeing, health and safety;
- educate and protect young people from becoming involved in substance misuse;
- through the pastoral structures, support and guide young people to the appropriate services and support, where misuse has been identified.

Ethos:

As Rights Respecting, Child Centred School, St Mary's is concerned with the welfare of all its pupils. Whilst acknowledging that research shows the number of young people who use and misuse drugs is rising, we recognise that the majority of young people choose not to use or abuse substances. It is essential, nevertheless, that pupils are given the knowledge and skills to help them to make correct, healthy choices and deal with negative influences in an ever changing society.

As a Rights Respecting School, the Drugs Education programme and the principles that underpin it act in accordance with the UNCRC and in particular with articles:

Article 12 - 'provide all children with the right to express their views'

Article 13 - 'right to freedom of expression'

Article 17 - 'right to access of information'

Definitions:

The term **drug** and **substance** include any product that, when taken, has the effect of altering the way the body works or how a person behaves, feels, sees or thinks. These include:

- alcohol, tobacco and tobacco-related products, including nicotine replacement therapy (NRT), and electronic cigarettes;
- over-the-counter medicines such as paracetamol and cough medicine;
- prescribed drugs, such as antibiotics, painkillers, antidepressants, antipsychotics, inhalers and stimulants such as Ritalin;
- volatile substances, such as correcting fluid/thinners, gas lighter fuel, aerosols, glues and petrol;
- controlled drugs, such as cannabis, LSD, Ecstasy, amphetamine sulphate (speed), magic mushrooms, heroin and cocaine; (**Appendix 1**)
- new psychoactive substances (NPS), formerly known as legal highs*, which contain one or more chemical substances that produce similar effects to illegal drugs and are sold as incense, salts or plant food and marked 'not for human consumption' to avoid prosecution; and
- other substances such as amyl or butyl nitrite (known as poppers) and unprocessed magic mushrooms.
- The term legal high is no longer used as it is misleading. The public perceived that 'legal' meant safe. This is not the case, as these substances are not regulated and there is no way of knowing what chemicals they contain.
- **Controlled substances** are legally classified according to their benefit when used in medical treatment or harm, if misused. The Misuse of Drugs Act sets out a range of substances that are controlled under the act. It is an offense to possess, possess with intent to supply, supply, or allow premises you occupy or manage to be used unlawfully for the purpose of producing or supplying controlled drugs. The Act has four separate categories: Class A, Class B, Class C and temporary class drugs. Substances may be reclassified. (**Appendix 1**)
- The term **Drug Use** refers to taking a drug; there is no value judgement, although all drug use has an element of risk.
- The term **Drug Misuse** refers to legal, illegal or illicit drug taking or alcohol consumption, which leads a person to experience social, psychological, physical or legal problems related to intoxication or regular excessive consumption and/or dependence. Drug misuse is therefore taking drugs, including prescribed drugs and NPS, that cause harm to the individual, their significant others or the wider community.

Aims and Objectives:

The ultimate aim is to protect young people from the harm associated with the use and misuse of drugs. In support of this the school aims to:

- provide opportunities to enhance pupils' self-respect and self-esteem;
- promote positive attitudes and behaviours towards themselves and others;
- develop skills, behaviours and attitudes which enables pupils to be assertive, make responsible decisions, and resist pressure which might put them at risk;
- provide a structured PD/Health Education Programme which ensures progression in the knowledge and skills relating to drug misuse;
- provide accurate, current information on drugs and drug related issues - their effects, the legal position and the school's discipline policy in relation to drug misuse;
- develop procedures and protocols that address drug-related issues across all areas of school life
- establish procedures for managing specific incidents of suspected drug misuse;
- monitor and evaluate the effectiveness of the policy in line with whole school self-evaluation procedures.

Roles and Responsibilities:

Board of Governors

The Governors are responsible for determining the effectiveness and quality of the policy prior to its implementation in the school. The Designated Governor for Child Protection (including drugs) is Mr Donal Mc Caul. The Governors should:

- facilitate the consultative process where the school community can respond and contribute to the policy's effectiveness and quality, which the Governors should examine and approve before implementing in the school;
- ensure details of the Policy are published in the school prospectus and that these are reviewed annually and after a drug-related incident; and
- be fully aware of and adequately trained to deal with suspected drug-related incidents, including alcohol and tobacco, tobacco-related products, electronic cigarettes, and their appropriate disciplinary response.

Principal

It is the Principal's responsibility to determine the circumstances of all incidents but it is the responsibility of the PSNI to investigate any criminal or suspected criminal offence. In any suspected drug-related incident, the Principal will contact the parents or carers of those pupils involved. The Principal must ensure that in any incident involving a controlled substance there is close liaison with the PSNI (Community and Schools Involvement Officer CSIO). Failure to inform the PSNI of a suspected incident involving controlled drugs is a criminal offence.

After contacting the PSNI, the Principal will confine her responsibility to:

- the welfare of the pupil(s) involved in the incident and the other pupils in the school;
- health and safety during the handling, storage and safe disposal of any drug or drug related paraphernalia, using protective gloves at all times;
- informing the Board of Governors;
- agreeing any appropriate pastoral or disciplinary response;
- reporting the incident to the Education Authority or CCMS if appropriate, for example if an incident:
 - ✚ is serious enough to require PSNI involvement;
 - ✚ requires that a child protection procedure is invoked; or
 - ✚ leads to the suspension or exclusion of a pupil; and

- completing a written report and forwarding a copy to the Board of Governors and the Designated Officer in the Education Authority and CCMS.

In the case of misuse or suspected misuse of a solvent, alcohol or prescription medication, there is no legal obligation to notify the PSNI however it is recommended that the designated officer is notified where support, advice and assistance can be accessed to prevent reoccurrence and ensure the pupil is no longer at risk.

Designated Teacher for Drugs

The Vice Principal – Mr Fitzpatrick is responsible for:

- co-ordinating the school's procedures for handling suspected drug-related incidents and training and inducting new and existing staff in these procedures;
- ensuring that the school's Behaviour Policy has an appropriate statement about any disciplinary response resulting from suspected drug-related incidents;
- ensuring that the school's Pastoral Care Policy has an appropriate statement about any pastoral response resulting from suspected drug-related incidents;
- liaising with other staff responsible for Pastoral Care;
- being the contact point for outside agencies that may have to work with the school or with a pupil or pupils concerned;
- responding to advice from First Aiders, in the event of an incident, and informing the Principal, who should contact the pupil's parents or carers immediately;
- taking possession of any substance(s) and associated paraphernalia found in a suspected incident;
- the welfare of the pupil(s) involved in a suspected incident;
- gather all statements provided by pupil(s) and staff involved or witnesses to the suspected drugs related incident and complete a factual report using the schools Drug-Related Incident Form, which is forwarded to the Principal; and
- reviewing and if required updating the policy at least annually and after a drug-related incident, where learning from the experience could improve practice.

Senior Leader

The Senior Leader, Mrs J Hughes is responsible for co-ordinating the delivery of Drugs Education within the Personal Development Programme, she has specific responsibilities for:

- ensuring a consistent, progressive approach to Drugs Education within the Personal Development Programme;
- provide training and support to Form Teachers who deliver the PD Programme;
- liaise with specialised agencies including the PSNI to support the PD Drugs Education Programme;
- update Schemes of Work and learning resources to reflect changes to the law and incorporate new learning resources;
- map the key topics addressed through the delivery of PD lessons;
- liaise with the Health Education Coordinator to ensure a whole school approach to knowledge and skills development regarding Drugs Education.

Pupils

It is the responsibility of all pupils:

- to positively engage in all PD lessons and Health Education workshops and presentations relating to drugs education;
- not be in the possession of drugs at any time;
- not to take drugs at any time;
- not be in the possession of any drugs-related paraphernalia;

- to report to a member of staff if they suspect another pupil is in possession of drugs or paraphernalia.

All Staff (Teaching and Non Teaching)

All staff should be familiar with the content of the school's Drugs Policy. They should also be fully aware of their responsibilities, should a suspected drug-related incident occur. It is not the staff's responsibility to determine the circumstances surrounding the incident, but they should:

- assess the situation and decide on the appropriate actions to take;
- inform the Designated Officer and Principal immediately regarding any suspected drugs-related incident including receiving information about a controlled drug, discovering a young person in possession of a controlled drug or discovering a young person supplying a controlled drug;
- where a pupil discloses to a teacher or any other member of staff that she/he is taking drugs the staff member cannot guarantee confidentiality and must report the disclosure immediately to the Designated Teacher for Drugs or the Principal;
- deal with any emergency procedures to ensure the safety of pupils and staff, if necessary (**Appendix 2**);
- forward any information, substance or paraphernalia received to the Designated Teacher for Drugs, who will respond accordingly;
- use the school's Drugs Incident Report Form to complete a brief factual report on the suspected incident and forward this to the Designated Teacher for Drugs (**Appendix 5**);
- take responsibility for the delivery of Drugs Education within the PD/Health Education Programme and map provision across subject areas when necessary;
- cooperate with whole school mapping of Drugs Education and the promotion of healthy attitudes towards all health related issues.

School's Legal Responsibilities and Involving the PSNI

Schools must ensure that all staff are aware of their legal responsibilities. Schools must notify the PSNI in all instances where there is an allegation or suspicion that a crime has been committed. **Failure to notify the PSNI is a criminal offence.**

Staff must be aware of the legal implications of:

- receiving information about a controlled drug;
- discovering a young person in possession of a controlled drug; or
- discovering a young person is involved in supplying a controlled drug.

Supportive and Caring Ethos:

The Curriculum, PD Programme and the Pastoral Care system in St Mary's High School aim to support all pupils, preparing them to cope with the demands of school and adult life thus enabling them to live healthy lives and achieve their full potential. These provisions include measures to help meet the physical, emotional and spiritual needs of all learners within an inclusive learning environment. We acknowledge the importance of our pastoral role in the welfare of all young people and through our mission statement and ethos every member of our school community is treated with respect. The Pastoral Programme and Counselling Service create a supportive environment for pupils where they feel valued and supported.

The Personal Development Programme allows pupils to explore key issues within their personal development including Self-Concepts, Esteem, Health and Well-being, Relationships and Personal Safety.

The following structures and procedures are established in St Mary's:

- Staff promote and reward positive and respectful behaviour;
- A Rights Respecting learning environment ensuring all pupils feel accepted and valued;

- Staff lead by example in promoting respect for each other, forming positive relationships and developing resilience;
- All staff receive Child Protection Training in line with EA guidelines and are familiar with the Child Protection Guidelines and Procedures and are kept informed of new pastoral procedures;
- Emotional health and well-being is an integral part of the school curriculum and the Personal Development Programme;
- Faith development is an integral part of all RE Programmes of Study and the School Chaplain is available for advice and counselling;
- The school uses a range of external agencies for support and guidance;
- Lunchtime supervision is provided by Non-Teaching members of staff;
- Staff treat all cases of poor behaviour seriously and investigate each incident impartially;
- Any sanctions imposed are fair and appropriate;
- A Counselling Service is provided one day per week.

Personal Development and Health Education Programmes

The school curriculum and pastoral system provides a holistic response to substance misuse. This includes:

- helping to promote the factors that protect young people from becoming involved in substance misuse;
- providing knowledge and skills to make healthier choices and reduce problematic behaviour and risk; and
- directing young people to appropriate services and support, where misuse has been identified.

Drugs Education is a key theme in the Personal Development Programme and within programmes of study in key subjects (in particular Science, Religious Education, Home Economics, Physical Education and English) (**Appendix 3**)

Safety in School

Staff take every reasonable care to ensure the safety of all pupils in the school and are fully aware of the Health and Safety Policy. The School's Health and Safety Officer – Mr Fitzpatrick ensures that all staff are aware of safety issues in relation to the storage of potentially harmful substances and staff are aware of the health risks of aerosols. The pupils are supervised on the school premises at all times and pupils are not allowed to leave the school premises during the school day unless permission has been given by parent/guardian.

Counselling Service

The Counselling Service offers pupils the opportunity to talk to a qualified counsellor in confidence. The Counsellor will consult with the Designated Teacher to ascertain if there are any Child Protection concerns. There is one School Counsellor, Mrs N Woods, who attends one day per week and provide support to those pupils who seek help in finding the best solutions to their problems. Pupils may be referred to the Counsellor through a member of staff, a parent or self-referral. Counselling rarely focuses on drug misuse alone but considers more holistic needs that may underlie or indicate drug-related problems, for example the 'toxic three':

- hidden harm, where a young person is affected by their parents' or carers' substance misuse;
- domestic violence; or
- parental mental health.

Counselling is only appropriate when a pupil wishes to take advantage of what it offers.

Use of External Agencies

We acknowledge the importance of a range of external support agencies in promoting and supporting pastoral care within the school and supporting pupil health and wellbeing whilst also ensuring that such agencies adhere to the values and ethos of our school.

Current external/support agencies include:

- Social Services and LAC Team
- PSNI
- School Counsellor
- Start 360
- GP and CAMHS
- NSPCC
- School Age Mums (SAM)
- Women's Aid
- EWO Service
- Behaviour Support Team
- PIPS/MENSANA – Mental Health Team

Training and Information for Staff, Governors and Parents/Guardians

The school avails of all training opportunities and resources provided by EA Southern, START 360°, PSNI and appropriate external agencies for both pupils and staff. The Personal Development and Health Education Coordinators attend in-service courses on a regular basis to ensure that information is up-to-date and that skills in dealing with the demands of the programme are enhanced.

Communication to Parents/Guardians

Fundamental to the school's values and practice is the principle of partnership and collective responsibility with parents, the school aims to promote close links with parents, keeping them informed and involved at all times. A copy of the Drugs Education Policy is given to all new parents and is also available on the school website and App. In any suspected drugs-related incident the Principal or Designated Teacher will contact Parents/Guardians of those pupils involved;

Confidentiality and Sensitivity

Dealing with suspected drugs-related incidents requires extreme sensitivity and confidentiality on the part of all those involved. The Child Protection and Managing Critical Incidences Policies will further support the school in handling drugs related situations. The implementation of this policy should be fair and consistent.

Responses in the Event of Suspected Drug-Related Incidents:

A suspected drugs-related incident may include:

- a pupil displaying illness, unusual or uncharacteristic behaviour;
- an allegation of suspected controlled drug-related incident;
- suspicion of possession, possession with intent to supply and/or supply of any substance as defined on page 2 or in **Appendix 1**;
- finding substance-related paraphernalia.

Illness/Inappropriate Behaviour

- Any indications of illness/inappropriate behaviour as a result of suspected drugs misuse by a member of staff will immediately be brought to the attention of the Designated Teacher For Drugs – Mr Fitzpatrick;

- No judgement will be made by any member of staff until the circumstances surrounding the incident have been determined;
- If it is considered that the pupil has taken a substance suspected to be a drug, medical assistance will be sought and the parents/guardians and PSNI will be informed.

An Allegation of a Suspected Controlled Drug-Related Incident

- If any member of staff suspects a drugs related incident, they will report their concerns to the Designated Teacher immediately;
- Where a pupil is suspected of concealing controlled drugs every effort will be made to secure the voluntary production of these substances in the presence of the Designated Teacher and another adult;
- Personal belongings (such as school bag, coat or other items) of any pupil can only be searched by the Designated Teacher **with the pupil's consent** and in the presence of another adult witness; **no pupil will ever be physically searched by any member of staff;**
- If the pupils refuse, staff should contact their parents or guardian and the PSNI to deal with the situation;
- If the Designated Teacher recovers a substance or an object that they suspect has a connection with drugs, they should take possession of it and make a full record using the school's Drug Incident Report Form (**Staff Area, Appendix 5**).

Possession of a Suspected Controlled Drug

It is illegal for pupils to be in possession of a controlled drug.

- The member of staff will seek another adult witness and then take possession of a substance suspected of being a controlled drug, protecting the pupil from harm and from committing the offence of possession;
- It may be necessary for the member of staff to take immediate action, this may involve calling an ambulance and /or administering first aid;
- The member of staff will take the suspected drug and any associated equipment and/or paraphernalia immediately to the Designated Teacher where it will be stored until handed over to the PSNI to identify if it is or is not a controlled drug;
- School staff will not attempt to analyse an unidentified substance and not make any judgements until the case has been determined;
- The member of staff will then make a factual record of all events.

Possession of Drugs-Related Paraphernalia

- Any member of staff who encounters any paraphernalia or equipment on school grounds will use extreme care as items may be hazardous;
- Any cases will be reported immediately to the Designated Teacher for Drugs who will respond accordingly including possible contact with the PSNI.

Detaining a Pupil

- When managing a suspected drugs-related incident the pupil(s) concerned will be encouraged to remain in the school under the supervision of two members of staff until their parents/guardians and PSNI arrive;
- If a pupil refuses to remain, **the school will not detain the pupil against their will.**

Possession of Non-Controlled Substance

- Any pupil in possession of substances such as alcohol, solvents and/or tobacco, e-cigarettes will have their parents/guardians contacted and be dealt with under the school's disciplinary procedures in line with the school's Child Protection Policy.

Finding Drug-Related Paraphernalia

Paraphernalia in the school grounds is an indication of drug use or misuse. Any member of the school community who encounters any paraphernalia should use extreme care, as these items may be hazardous. Anyone who finds paraphernalia associated with drug use or misuse should report it to the Designated Teacher for Drugs, who will assess the situation and respond accordingly. This response may include contacting the PSNI.

The following list is not exhaustive. It gives staff an idea of what may indicate the presence of controlled substances:

- small bottles or pill boxes;
- hypodermic needles;
- twists of paper;
- cigarette papers, lighters and spent matches;
- electronic cigarette liquid refill bottles (there is a potential risk that refillable cartridges used in some electronic cigarettes could be filled with substances other than nicotine, serving as a new and potentially dangerous way to deliver drugs);
- roaches (ends of rolled-up cigarettes);
- punctured cans, plastic bottles or containers;
- aerosols or butane gas refills; and
- drugs themselves.

School Response to Drug-Related Incidents:

If a pupil or pupils have been involved in drugs related incidents the school will assess the pupil(s) future educational needs and ensure that appropriate support is given, this may involve support from the PSNI Designated Officer and the Education Welfare Officer. Counselling may be provided if a pupil wishes to take advantage of this service. Counsellors consider the holistic needs of the pupil concerned and support them.

- The school will implement the Positive Behaviour Policy in relation to drugs related incidents in line with Child Protection arrangements. A range of sanctions which includes suspension and expulsion may be deemed necessary in the case of drug abuse.
- Information will only be disclosed to those members of staff concerned with the pastoral needs of the individual pupil.
- The Principal/Designated Teacher will always report Drugs Related Incidents to parents/guardians/ PSNI, EA Southern, CCMS, EWO and Social Services if necessary.
- In the event of the Press becoming aware of an incident, the Principal will deal with all matters in relation to the media in consultation with CCMS. The privacy of the pupil and their family will be maintained. Contact with the press in relation to such an incident is outlined in the Critical Incident Policy.

(Appendix 4 – Checklist of Roles and Responsibilities when managing an incident)

Dealing with Parent/Guardian who is under the Influence of Alcohol and/or other Drugs

If a parent/guardian comes into school under the influence of alcohol and/or drugs, staff involved should attempt to maintain a calm atmosphere. The member of staff should contact the Designated Teacher for Drugs or the Principal. If the Designated Teacher or Principal has concerns about discharging a pupil into the care of a parent/guardian under such circumstances, then alternative arrangements should be discussed with the parent/guardian. The focus for all staff should be the pupils' welfare and, if this is at risk, Child Protection procedures may be evoked.

Related School Policies:

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- ✚ Pastoral Care Policy
- ✚ Child Protection Policy
- ✚ Anti-Bullying Policy
- ✚ Relationships and Sexuality Policy
- ✚ Behaviour Policy
- ✚ Internet Policy
- ✚ Personal Development Policy
- ✚ Critical Incident Policy
- ✚ First Aid Policy
- ✚ Health Education Policy
- ✚ Health and Safety Policy

Dissemination of the Policy:

Pastoral Policies are disseminated to Year 8 parents and are available on the school's website and School App. A Pastoral Policy overview is available in the pupil's diary and requires a parent/guardian signature at the start of each academic year. A summary policy will also be available in the School Prospectus.

Monitoring, Evaluation and Review:

Mr Fitzpatrick (Vice Principal) is responsible for monitoring, evaluating and reviewing the implementation of the Drugs Education Policy. He will:

- ✚ Liaise with the Senior Leadership Team and Health Education Coordinator to ensure an effective Drugs Education Programme within the school;
- ✚ Advise on training and professional development;
- ✚ Liaise with other staff, external agencies to enhance the programme;
- ✚ Consult with Governors, Staff, Parents and Pupils during the review of the Drugs Education Policy;
- ✚ Review the implementation of the policy and advise the Principal and SLT on a regular basis;
- ✚ Liaise with Form Teachers, Year Heads and other staff to evaluate and change provision as necessary;
- ✚ Ensure Governors are fully informed of the relevant school policies.

Signed by Chair of Governors: _____

Date: _____

Signed by Principal: _____

Date: _____

Date of Review: __October 2024_____

Appendix 1

Main Types of Controlled Drugs by Class

The Misuse of Drugs Act (1971)

	Class A	Class B	Class C
Substance	Crack cocaine, cocaine, ecstasy (MDMA), heroin, LSD, magic mushrooms, methadone, methamphetamine (crystal meth)	Amphetamines, barbiturates, cannabis, codeine, methylphenidate (Ritalin), synthetic cannabinoids, synthetic cathinones (for example mephedrone or methoxetamine)	Anabolic steroids, benzodiazepines (diazepam), gamma hydroxybutyrate (GHB), gamma-butyrolactone (GBL), ketamine, piperazines (BZP)
Possession	Up to 7 years in prison, an unlimited fine or both	Up to 5 years in prison, an unlimited fine or both	Up to 2 years in prison, an unlimited fine or both
Supply and Production	Up to life in prison, an unlimited fine or both	Up to 14 years in prison, an unlimited fine or both	Up to 14 years in prison, an unlimited fine or both

www.gov.uk/penalties-drug-possession-dealing

Please note the above table refers to some commonly available drugs. It is not a complete list of controlled drugs.

Offences under the Misuse of Drugs Act (1971)

These include:

- possession – to knowingly be in possession of a relatively small quantity of a controlled substance for personal use; the police decide what constitutes a small quantity;
- possession with intent to supply another person a controlled substance – possessing a larger quantity of a substance or packaging it in a way that indicates it is going to be supplied to others;
- supplying another person a controlled substance – giving or selling a substance to someone else, including friends; and
- supplying or offering to supply substance paraphernalia – this includes equipment smoking cannabis or crack cocaine, but needles and syringes are exempt.

Appendix 2

Emergency Procedures

This is the current best advice on what to do if someone is in difficulty because of misusing drugs.

- It is important to find out what they have taken as this could affect emergency aid, for example it will help the ambulance crew. Loosen clothing and call for an ambulance immediately.
- If the person has taken a depressant substance, for example solvents, alcohol, sleeping pills or painkillers, it is likely that they will be drowsy or unconscious. If the person is drowsy, it is important to try to keep them awake by talking to them or applying a cool damp cloth or towel to the back of their neck. You should not give them anything to eat or drink as this could lead to vomiting or choking.
- If they are or become unconscious, put them into the recovery position, clear their airway if blocked and keep checking on any changes to pulse and breathing rates.
- If they stop breathing, begin mouth-to-mouth resuscitation, starting with chest compressions. (If you have not been trained in CPR or are worried about giving mouth-to-mouth resuscitation to a stranger, you can do chest compression-only (or hands-only) CPR). Stay with the person until the ambulance crew arrive and then tell them all the facts, including what the person has taken. This is very important as it could save his or her life.
- If the person has taken a stimulant, such as amphetamines (speed) or ecstasy, they may show various signs of distress. If the person is panicking, try to reassure them. It is important that they calm down and relax. Get them to breathe in and out, deeply and slowly. Help them by counting aloud slowly. If they start to hyperventilate – that is they can't control their breathing – ask them to breathe in and out of a paper (not a plastic) bag, if there is one available.
- If the person has taken a hallucinogen, such as LSD, magic mushrooms or cannabis in combination with ecstasy, they may become very anxious, distressed and fearful. They may act in an unusual way. It is very important to reassure the person – tell them that you will look after them, that they are in no danger, that it is the effects of the substance and that these will soon wear off. You may want to take them to a quiet place, keep other people away and continue to reassure them. Just stay with them and talk calmly to them until the ambulance arrives.

Recognising Signs of Substance Use

What to look out for

If someone has been affected by drugs, they may be:

- anxious;
- tense;
- panicky;
- overheated and dehydrated;
- drowsy; or
- having difficulty with breathing.

What to do

The first things you should do are:

- stay calm;
- calm them and be reassuring, don't scare them or chase after them;
- try to find out what they've taken; and
- stay with them.

If they are anxious, tense or panicky, you should:

- sit them in a quiet and calm room;
- keep them away from crowds, bright lights and loud noises;
- tell them to take slow deep breaths; and
- stay with them.

If they are really drowsy, you should:

- sit them in a quiet place and keep them awake;
- if they become unconscious or don't respond, call an ambulance immediately and place them in the recovery position;
- don't scare them, shout at them or shock them;
- don't give them coffee to wake them up; and
- don't put them in a cold shower to 'wake them up'.

If they are unconscious or having difficulty breathing, you should:

- immediately phone for an ambulance;
- place them into the recovery position;
- stay with them until the ambulance arrives; and
- if you know what drug they've taken, tell the ambulance crew; this can help make sure that they get the right treatment straight away.

Appendix 3

Curriculum Mapping

English:

- In year 9 pupils explore relevant issues and formulate persuasive arguments regarding smoking, its impact on society and individuals;
- In year 10 through literature pupils explore relevant issues and consider the views of others;
- In year 10 pupils analyse a range of fiction and non-fiction texts which requires them to express ideas and formulate opinions;
- In years 11 and 12 pupils discuss controversial issues and present their views, debating and arguing through a range of Speaking and Listening activities;
- In years 11 and 12 pupils develop communication skills when exploring arguments and controversial topics;
- In years 11 and 12 pupils consider a range of controversial and relevant topics and develop communication skills by writing extended persuasive essays on topics;
- In years 9-12 pupils develop inter-personal skills through drama or role play;
- In years 9-12 pupils make considered use of a range of reference materials.

French:

- In Year 12 discuss the problems facing young people including the reasons why some take drugs.

Health & Social Care:

- In Year 11 explore the definition of health and well-being and analyse the behavioural factors that may affect physical, emotional and social health and well-being including alcohol misuse, illegal drug use and smoking;
- In Year 13 have to discuss how the behavioural factors can affect the physical, social and psychological health and well-being of individuals: exercise and lack of exercise, poor diet and healthy diet, smoking, alcohol misuse and illegal drug use;
- In Year 14 investigate how individual's behaviour can help to maintain the physiological health for example avoiding alcohol, smoking and drugs;

Home Economics:

- Explore the contribution of family life to the development of its members;
- Recognise the importance of family relationships, interdependence and interaction among individuals, families and society;
- Apply a process of decision-making to issues which can arise within the home in a changing society.

Learning For Life and Work;

- In Year 11 and 12 investigate the types of drugs, effects on society, physical consequences and the classification of different types of drugs.

Personal Development;

- Year 8 - Awareness of drugs in society, different attitudes towards drugs and the effects of drugs. Pupils also explore strategies to deal with negative influences. The effects of Alcohol and Drugs on Human Body.
- Year 9 – Pupils explore the effects of smoking including e-cigarettes and alcohol and the main classification of drugs. Myths about Drugs and the effects of Drugs on the human body.
- Year 10 – Energy drinks, drug terminology/classification of legal and illegal drugs. Pupils discuss the costs of taking drugs. The PSNI School Liaison Officer delivers a drugs workshop to each form class.
- Year 11 – Pupils discuss the dangers of smoking and possible strategies that can be used to help people stop. START 360 talk, types of drugs and the health and legal implications.
- Post 16 – Pupils participate in a Healthy Lifestyles workshop within enrichment lessons. –

Physical Education:

- Pupils develop positive attitudes towards physical activity and a healthy lifestyle;
- Pupils explore safety awareness and develop knowledge around risk factors and situations; explore ways in which hazards can be identified and how actions can be put into place to minimise risk to themselves and others;
- Understand the relationship between physical activity and good health;
- Know that opportunities to participate in physical activities exist in the local community;
- In Year 11 and 12 specific reference is made to the reasons why people take drugs, the types/classification of drugs and the implications. Pupils also explore the role of drugs in the sports world and how drugs are used by athletes and the impact they can have on performance. Pupils are given an opportunity to explore the 100% ME programme designed by the Youth Sport Trust in order to discourage sports performers from taking performance enhancing drugs. Pupils also explore the social and physical consequences of taking drugs.

Religious Education:

- Understanding of moral issues and decision making through reference to Gospel teaching and Church teaching
- Skills to express and understand their own views clearly, consider the views of others and appreciate individual, social and moral responsibility in relation to the consequences of actions.

Science:

- Investigate how smoking, alcohol and drugs affects people's health. Pupils research the requirements to maintain healthy bodies and healthy babies during pregnancy. Pupils also discuss the effects of alcohol and drug and alcohol abuse on society;
- In Year 10 pupils explore in detail the reasons why people take drugs, the types of drugs, implications and classifications. The effects of drugs on the human body are also examined in detail;
- In Year 12 pupils investigate types of drugs and the implications.

Sociology:

- Examine within the crime module in Sociology, the social distribution of crime. Statistics indicate that young people are more likely to commit crime. A lot of these crimes are non-

utilitarian (violence, vandalism, joy riding, ant-social behaviour) and can be fuelled by drug and alcohol abuse;

- Pupils investigate the growing issues surrounding the nocturnal economy, the laws in relation to crime prevention regarding these issues and punishment within the Criminal Justice System.

Technology and Design:

- Develop awareness of safety, hazards and risks (for example, through the safe handling of volatile materials, including solvents and glues); Yr8 - Yr12;
- Recognise correct signage for;
 - Prohibited activity
 - Mandatory safety precautions
 - Hazardous substances including irritants and toxins
 - Safety procedures including emergency eyewash and first aid
- Take responsibility for the consequences of their actions for themselves and others.

Appendix 4

Checklist of Roles and Responsibilities when Managing an Incident

Actions by members of staff in the event of a suspected drugs-related incident:

Individual Staff Member

- assess the situation and decide the action;
- make the situation safe for all pupils and other members of staff, secure first aid and send for additional staff support, if necessary;
- carefully gather up any drugs and/or associated paraphernalia or evidence and pass all information or 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.

Designated Teacher for Drugs

- respond to first aider's advice or recommendations;
- inform parents or carers immediately;
- take possession of any substance(s) and associated paraphernalia found;
- inform the Principal;
- take initial responsibility for pupil(s) involved in the suspected incident;
- complete a Drugs Incident Report Form and forward it to the Principal.

Principal

- determine the circumstances surrounding the incident;
- ensure that the following people are informed:
 - ✚ parents or carers;
 - ✚ Designated Officer in the local PSNI area;
 - ✚ Board of Governors; and
 - ✚ Designated Officer in Education Authority or CCMS.
- consult and agree pastoral and disciplinary responses, including counselling services or support;
- forward a copy of the Incident Report Form to the chairperson of the Board of Governors and the designated officer in the Education Authority or CCMS, if appropriate; and
- review procedures and amend, if necessary.

Appendix 5 – Drugs Incident Report Form

1.	Name of Pupil _____ DOB _____ Address _____ _____
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2.	Date of Incident _____ Reported by _____ Time of Incident _____ Location of Incident _____ _____
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3.	First Aid given YES / NO Administered by _____ Ambulance / Doctor Called YES / NO Time of Call _____
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4.	Parent or carer informed YES / NO Date _____ Time _____
----	--

5.	Where substance is retained _____ or Date substance destroyed or passed to PSNI _____ Time _____
----	---

6.	PSNI informed YES / NO Date _____ Time _____
----	---

7.	Education Authority or CCMS Designated Officer informed, as appropriate YES / NO Date _____ Time _____
----	---

8.	Form completed by _____ Date _____ Position _____
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Description of the Incident

Actions taken

Incident form completed by

Date

Appendix 6

Useful contacts in Northern Ireland

Education Authority		
Belfast Region	028 9056 4000	www.belb.org.uk
North-Eastern Region	028 9448 2200	www.neelb.org.uk
South-Eastern Region	028 9056 6200	www.seelb.org.uk
Southern Region	028 3751 2200	www.selb.org
Western Region	028 8241 1411	www.welbni.org

Diocesan Advisers		
Diocesan Advisers provide support for maintained schools, you can contact them at the Diocesan Offices below: The Council for Catholic Maintained Schools (CCMS)	028 9042 6972	www.onlineccms.com

Department of Education		
The Department of Education has produced information and sources of help on a range of topics, including smoking and drugs, as part of the iMatter programme.		www.deni.gov.uk

Independent Counselling Service for Schools		
The Department of Education funds the Independent Counselling Service for Schools (ICSS). It is available to all post-primary aged pupils, including those in special schools, during school hours and on school premises. Contact is through the school.	028 9127 9729 For further information from the ICSS Regional Co-ordinator	

Health and Safety		
The Health and Safety Executive	028 9024 3249 For Northern Ireland (HSENI)	www.hseni.gov.uk

Public Health Agency for Northern Ireland		
The Public Health Agency (PHA) is a regional organisation that aims to protect and promote the health and well-being of the population. The PHA is responsible for commissioning services to address alcohol, tobacco and drug issues across Northern Ireland.	0300 555 0114	www.publichealth.hscni.net

Local Drug and Alcohol Co-ordination Teams		
Contact details for local services in the Local Service Directories prepared by the DACTs.		www.publichealth.hscni.net

Police Service for Northern Ireland (PSNI)		
Drug Squad	028 9065 0222	
Community Involvement	028 9070 0964	
Crimestoppers	080 0555 111	

Treatment, Counselling and Support Agencies		
Health and Social Care Organisations		www.publichealth.hscni.net
Family Support NI		www.familysupportni.gov.uk
Children and Adolescent Mental Health Services, Belfast		www.belfasttrust.hscni.net

Local Organisations		
A list of local organisations that provide information and advice and/or resources about drugs.		www.mindingyourhead.info
		www.fasaonline.org
		www.talktofrank.com
		www.thesite.org/drinkanddrugs
		www.nhs.uk/livewell/pages/topics.aspx