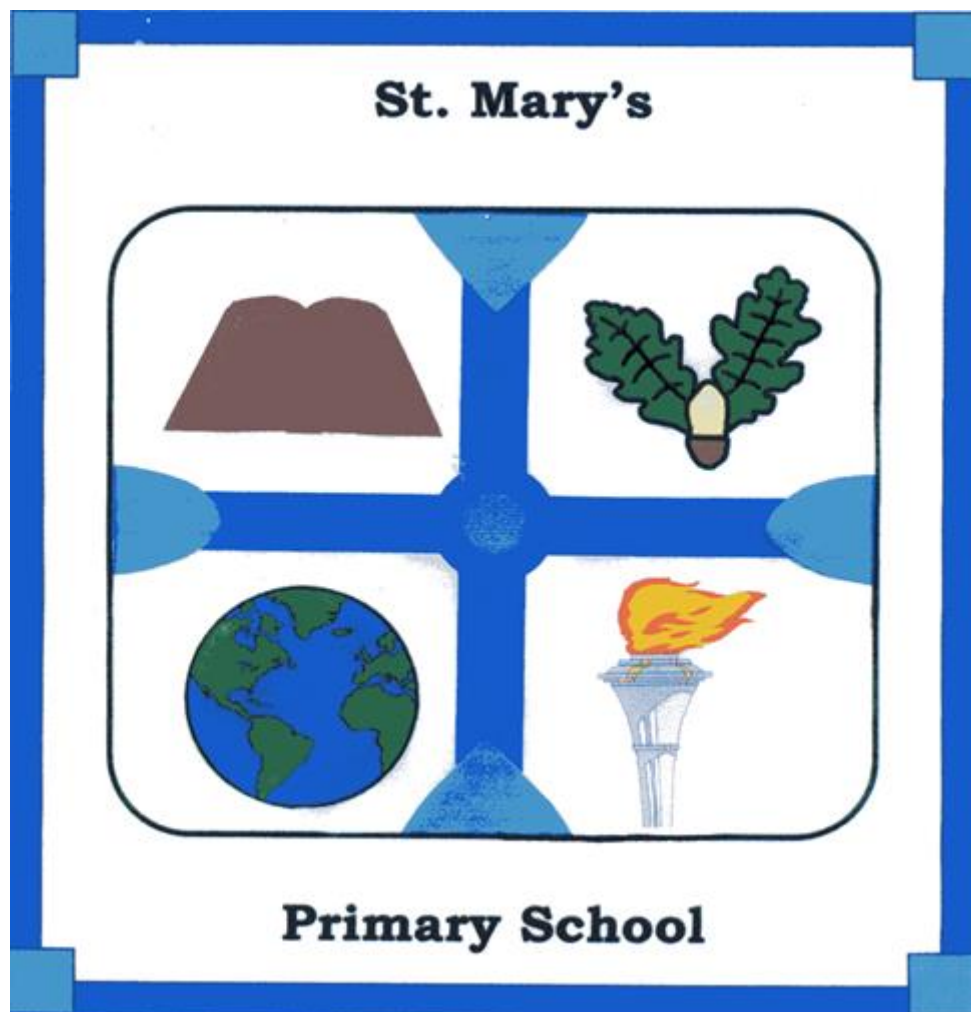


# **St Mary's Primary School Dechomet**

## **Drugs Policy**



**Date ratified by the Board of Governors: 30.09.19.**

**Signed by Chairperson: Mr Seamus Doyle**

**Review Date: September 2021**

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## **Rationale**

For the purpose of this document the term 'Drugs' includes tobacco, alcohol, over-the-counter and prescribed medication, volatile substances and controlled drugs. In St. Mary's Primary School, we believe that the school has a vital preventative role to play in combatting the misuse of drugs by our young people. We therefore include a Drugs Education Programme in our curriculum.

This school 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 our pupils and staff.

We want our pupils to make informed and responsible decisions about drugs by increasing their knowledge and by developing in them appropriate values, attitudes and skills. However, we recognise that drug misuse is a whole community issue and that schools alone cannot solve the drugs problem. The school is only one of a number of groups and agencies which must play a part in the education of young people and we make use of their expertise where possible in the delivery of the programme.

Copies of the guidance on which this policy is based (Drugs: Guidance for schools in Northern Ireland) are available from the CCEA website [www.ccea.org.uk](http://www.ccea.org.uk), C2k and the Department of Education website [www.deni.gov.uk](http://www.deni.gov.uk) (DE Circular 2015/23).

## **2. Definitions**

For the purpose of this document, and in line with the guidance issued to all schools by the Department of Education (2015/23), ***'Drugs' will include 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
- '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') and unprocessed magic mushrooms.

### 3. Ethos

*OUR VISION : St Mary's Primary School is committed to providing a happy, caring environment where all are valued and every child matters and where children are prepared for the challenges of education, work and life.*

### 4. Aims and Objectives

- To have a clear and agreed understanding among everyone in the school community about the implications and possible consequences of drug use/misuse
- 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
- To empower teaching staff through appropriate training and support to develop and deliver an effective drugs education programme

#### To provide a Drugs 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
- To provide appropriate support and assistance for those pupils affected by drug-related issues
- To inform parents of the content of this policy and the procedures to be implemented in the management of incidents of suspected drug misuse
- To establish an environment in which the school is free from the misuse of all drugs.

## 5. 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 in the development and implementation of this Policy, including the school's procedures for handling incidents of suspected drug misuse and the Drugs Education Programme
- Support your child 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 the school's procedures in the handling of suspected drug-related incidents

## 5. Roles and Responsibilities

- Be aware that any information, substance or paraphernalia received should be forwarded to the Designated Teacher for drugs who may have to take immediate action.

Designated Teacher for drugs is **Mrs Margaret McEvoy**

### *Teachers delivering the Drugs Education Programme*

- In addition to the roles & responsibilities listed above for all staff, teachers will also be required to:
- Deliver the school's Drugs 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 Education***

- 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 Drugs 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 'Incident Report Form' and forward to the Principal
- Ensure the engagement and active participation of parents in all aspects of Drugs Education
- Act as the point of contact for outside agencies working with the school.

### ***The Principal***

The Principal will ensure that members of the Board of Governors have been consulted on, and duly ratified, the Drugs Policy.

In the case of incidents of suspected drug misuse, the Principal will:

- 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 - Community and Schools Involvement Officer (CSIO)
  - Board of Governors
  - Designated Officer in EA/CCMS
  - Members of staff
  - Other pupils & 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 EA/CCMS, as appropriate
- Review procedures and amend as appropriate.

#### ***The Board of Governors***

- Examine and approve the completed Policy and 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 necessary
- Ensure the safe storage, handling and disposal of potentially harmful substances such as solvents and cleaning fluids.

### **6. Training and Information**

All staff (teaching and non-teaching) and Governors will be provided with training to support the full implementation of this Policy, including the delivery of the Drugs Education Programme. This will be delivered by the Designated Teacher for Drugs supported by relevant EA staff who can provide advice to the school on Drugs Education.

## 7. The Drugs Education Programme

### *Content of the Drugs Education Programme*

The Drugs Education Programme in St. Mary's Primary School is just one part of the whole school response to drug use/misuse. The 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.

In St. Mary's Primary School, Drugs Education is not 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 Drugs Education takes 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.

In Northern Ireland, at Foundation Stage and Key Stages 1 & 2, the Statutory Curriculum for pupils includes, as one of the 7 key Areas of Learning - Personal Development & Mutual Understanding (PDMU). This key Learning Area 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, their effects of health and lifestyle.

The key content of our Drugs Education Programme has, from September 2007 with the introduction of the revised Northern Ireland Curriculum, been specifically included within the PDMU Learning Area, and within the other key Learning Areas, such as Religious Education, Language & Literacy and Physical Education.

A full outline of the 'Content of Drug Education Programme' for each Year Group is listed. (**Appendix 1**) It should be noted that the school will aim to ensure there are opportunities for staff and pupils to consider drug-related issues from a variety of perspectives.

Pupils with Special Educational Needs may require a more individualized Drugs Education Programme. It may be more suitable for some young people to follow the teaching programme for an earlier Year Group, presented in a manner which is appropriate to their age and maturity.

### **Resources**

The main resources available to support staff in the delivery of the Drugs Education Programme include:

- Drugs Education in PSHE and across the Primary Curriculum KS1 & KS2
- Smokebusters KS2
- Drugs Education Lesson Plans (Spellbinder Education) KS1 & KS2
- Living Life to the Full KS2
- Health for Life KS1 & KS2
- Living Learning Together - to support Personal Development.

### **Outside Agencies**

St. Mary's Primary School engages suitably qualified Outside Agencies to help deliver the Drugs Education Programme providing the teacher involved ensures that 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
- The staff from the Outside Agency have been vetted in relation to Child Protection.

### **8. Procedures for dealing with Drug-related Incident**

Fundamental to dealing with incidents of suspected drug misuse is the principle of 'in loco parentis'. St. Mary's Primary School 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 their charge. The Board of Governors of St. Mary's Primary School do not deem it appropriate to prescribe specific sanctions which should be applied to all suspected drug-related incidents. However, the following General Guidelines will be followed:

### ***Medicines***

The school recommends that parents/guardians provide written details of any medical condition that individual pupils may have including medication they are on. Medicines must not be brought to school unless accompanied by a letter from a parent/guardian and they will only be administered when absolutely necessary.

### ***Tobacco***

Pupils may not smoke while on the school premises, or while engaged in school-related activities outside school. In the event of a pupil being found with cigarettes on his/her person, the cigarettes will be confiscated; the parents/guardians will be informed, and action will be taken in line with the school's Discipline Policy.

E-cigarettes are treated in the same way as ordinary cigarettes and their use is prohibited on school premises. This advice was confirmed in DE Circular 2014/25 - 'Encouraging a Smoke-Free and E-Cigarette Free Environment in Schools and Youth Organisations' - issued to schools on 15 December 2014.

### ***Alcohol***

No alcohol may be brought into school by pupils for their use or consumed by them on the school premises or while on school trips. In the event of a pupil being found with alcohol on his/her person the alcohol will be confiscated; the parents/guardians will be informed, and action will be taken in line with the school's Discipline Policy.

### ***Solvents***

The school will ensure that potentially harmful substances are stored safely and pupils are supervised carefully in the event of them having to be used in the course of their work. The use of correction fluid and aerosol sprays will be discouraged at all times. Caretaker's materials should be well labelled and locked in a secure cupboard. In the event of a pupil being suspected of solvent misuse, the related substance will be confiscated; the parents/guardians will be informed, and action will be taken in line with the school's Discipline Policy.

### ***Controlled Drugs***

No controlled (illegal) substances should be brought to school or used on the school premises. In the event of a pupil found to have, or suspected of having, controlled drugs in his/her possession the law permits school staff to take possession of a substance suspected of being a controlled drug. The teacher should take the suspected drug and associated equipment and/or paraphernalia to the Designated Teacher who will arrange for its safe storage.

### ***Staff Responsibilities in dealing with Drug related Incident***

Staff at St. Mary's Primary School are aware of their responsibilities under the law. The Principal will notify the local Community and Schools Involvement Officer (CSIO) in every case where a pupil is found to have, or is suspected of having, controlled drugs in his/her possession, either on his/her person or in their belongings, or where controlled drugs are found on the school premises.

All possible efforts will be made by the school to inform the pupil's parents/guardians before allowing a police interview to take place, without a parent/guardian.

Staff will consistently follow the school procedure for referral regarding serious incidents. All incidents involving controlled drugs should be reported to the Board of Governors, the Designated Officer in the EA, the PSNI, and if appropriate, CCMS. A full written 'Factual Record of Drug related incident' should be made.

#### ***(Appendix 2)***

All staff will receive training on the Emergency First-Aid procedures, including the Recovery Position. If someone is in difficulty as a result of misusing drugs they would receive First-Aid treatment from one of the designated First-Aiders until the Emergency Services arrive.

Where a pupil is suspected of concealing drugs or drug related paraphernalia, every effort will be made to secure the voluntary production of the substances. Searches should only be made with the pupil's consent, and in his/her presence, and that of another adult witness. If a pupil is to be detained, duress should never be used.

Teachers cannot, and should not, promise total confidentiality. If information concerning controlled drugs is disclosed, the staff member has to pass this on to the Designated Teacher for drugs.

### ***Pastoral Care and Support Strategies***

Pastoral Care is an essential element in our school, and the care of the child is our utmost priority. During and after any incident, it is imperative that the individual needs of any pupil(s) are addressed. This will involve the pupil(s), Principal, parents/guardians, Designated Teacher for drugs, and other appropriate staff. Communication between all parties will set the scene for early, supportive pastoral intervention.

Within our school there are a range of support strategies and/or services, which are available to young people, staff and families. All adults within the school will provide positive role models. Personal Health and Safety programmes, where appropriate, will be incorporated within the curriculum.

Outside agencies and individuals will be invited to our school to work in partnership with the school.

The school's Designated Teacher for Drugs is available to meet with Key Stage 2 pupils who may have concerns with regards to Drugs; pupils are afforded the opportunity to discuss, in privacy, any worries/concerns they may have. Close contact is maintained with Outside Agencies such as the EA Education Welfare Officer, EA Behaviour Support Team, Southern Health and Social Services and the PSNI CSIO. In some instances, either before or following a drugs incident, counselling may be identified as potentially valuable to a pupil. It may be provided either on school premises or elsewhere.

### ***Communication regarding Drug-related incident***

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

The parents/guardians of the pupil(s) directly involved in an incident of suspected drug use/misuse will be informed of the incident recognising that the future of a child or adult can be adversely affected. Confidentiality is of paramount importance in drug related incidents and subsequent outcomes.

A 'Guide and Checklist' on the key procedures to undertake when a Drug-related incident occurs in school, is available, and should be strictly adhered to.

***(Appendices 3a & 3b).***

### ***Dealing with the Media***

If the school receives an enquiry from the media, the caller will only be referred to the Principal or, in the absence of the Principal, a designated nominee.

When responding to the media, the privacy of the pupil(s), his/her family and/or any staff members will be respected at all times.

## **9. Communication and Dissemination of Policy**

- All teachers will receive a copy of the Drugs Policy
- The Policy will be available for any parent, on request
- A summary statement of the school's Drugs Education Policy will be included in the School Prospectus

## **10. Monitoring and Review**

The development of the school's Drugs Policy is continually ongoing, and opportunities to attend professional development courses regarding issues connected with the Policy will be afforded to all staff, and in particular to the Designated Teacher for Drugs Education.

The review of this policy document is continuous in light of guidance and advice from statutory bodies and legal requirements. The Designated Teacher for Drugs Education will advise the Principal on necessary updates/amendments to be effected to the Policy. The views of staff, parents, pupils and Board of Governors will also be sought from time to time, as part of the on-going review process, with the Policy updated as required.

## Appendix 1

YEAR 1	YEAR 2	YEAR 3	YEAR 4	SKILLS, VALUES AND ATTITUDES
<p>Knowledge and understanding</p> <p>Basic information about how the body works, what goes onto and into the body.</p> <p>Safe and unsafe substances used in the home and school and simple safety rules.</p> <p>Medicines and tablets, the reasons people use them, simple safety rules and school rules.</p> <p>People who can help pupils when they have questions and concerns.</p>	<p>Basic information about how the body works, what goes onto and into the body.</p> <p>Safe and unsafe substances used in the home and school and simple safety rules.</p> <p>Medicines and tablets, the reasons people use them, simple safety rules and school rules.</p> <p>People who can help pupils when they have questions and concerns.</p>	<p>Basic information about how the body works, what goes onto and into the body.</p> <p>Safe and unsafe substances used in the home and school and simple safety rules.</p> <p>Medicines and tablets, the reasons people use them, simple safety rules and school rules.</p> <p>People who through their work handle medicines and drugs, (for example, health professionals, chemists, shopkeepers).</p> <p>People who can help pupils when they have questions and concerns.</p>	<p>Basic information about how the body works, what goes onto and into the body.</p> <p>Safe and unsafe substances used in the home and school and simple safety rules.</p> <p>Medicines and tablets, the reasons people use them, simple safety rules and school rules.</p> <p>People who through their work handle medicines and drugs, (for example, health professionals, chemists, shopkeepers).</p> <p>People who can help pupils when they have questions and concerns.</p> <p>Introduction to the drugs which pupils may encounter and an understanding that all drugs can be harmful if not used properly.</p>	<p>All skills, attitudes and values should be inherent throughout the curriculum in the four years of Key Stage 1.</p> <p><b>SKILLS</b></p> <p>Personal likes and dislike</p> <p>Being friends with other</p> <p>Communicating feelings and concerns about illness and taking medicines.</p> <p>Following simple safety instructions.</p> <p>For example, actions which pupils need to take to keep themselves and others safe.</p> <p>When and how to get help from adults.</p> <p>Knowing how and why to say "NO".</p> <p><b>Attitudes and Values</b></p> <p>Respect and caring for oneself and valuing the uniqueness of one's own body.</p> <p>Respect and caring for others.</p> <p>Realising that it is sometimes appropriate and important to say "NO".</p> <p>Realising that adults or older children are not always "friends".</p>

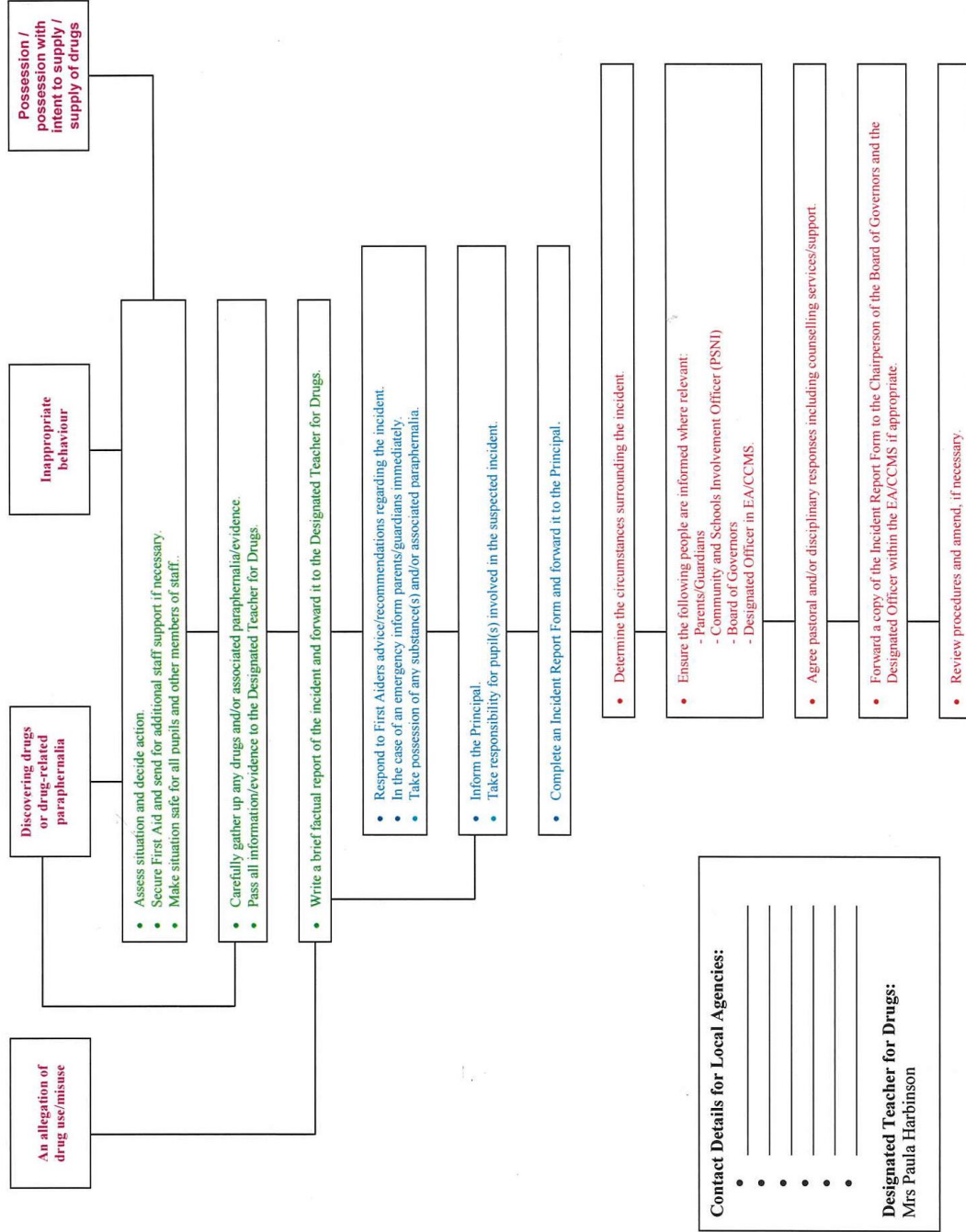
*Appendix 1 (cont'd)*

YEAR 5	YEAR 6	YEAR 7	SKILLS, VALUES AND ATTITUDES
<p>More detailed information about the body, how it works and how to keep it healthy.</p> <p>Schools rules relating to medicines, alcohol, tobacco, solvents and other drugs.</p> <p>Dangers from handling discarded drugs-related equipment.</p> <p>People who can help pupils when they have questions and concerns.</p>	<p>More detailed information about the body, how it works and how to keep it healthy.</p> <p>Schools rules relating to medicines, alcohol, tobacco, solvents and other drugs.</p> <p>People who can help pupils when they have questions and concerns</p> <p>Different types of medicines (prescribed and over the counter), the value and life saving qualities of some drugs; safety procedures when using medicines.</p> <p>Caffeine, alcohol, tobacco and other drugs pupils are likely to encounter, their general effects on the body and on behaviour, and the associated risks of drug taking.</p> <p>Identifying and understanding pressures and influences.</p> <p>Simple first aid.</p>	<p>More detailed information about the body, how it works and how to keep it healthy.</p> <p>Schools rules relating to medicines, alcohol, tobacco, solvents and other drugs.</p> <p>People who can help pupils when they have questions and concerns.</p> <p>Different types of medicines (prescribed and over the counter), the value and life saving qualities of some drugs; safety procedures when using medicines.</p> <p>Caffeine, alcohol, tobacco and other drugs pupils are likely to encounter, their general effects on the body and on behaviour, and the associated risks of drug taking.</p> <p>Dangers from handling discarded drugs-related equipment.</p> <p>Introduction to the law relating to the use of legal and illegal drugs.</p> <p>People who might persuade pupils to take drugs, including friends, known adults, peers, older children, stereotypical images.</p> <p>Consideration of why some people take drugs.</p> <p>Identifying and understanding pressures and influences.</p> <p>Simple first aid.</p>	<p>All skills, attitudes and values should be inherent throughout the curriculum in all three years of Key Stage 2.</p> <p><b>SKILLS</b></p> <p>Personal strengths and weaknesses.</p> <p>Handling social relationships.</p> <p>Expressing and communicating feelings and concerns about drugs and their use.</p> <p>Identifying risk.</p> <p>Coping with peer influences.</p> <p>Communicating with adults.</p> <p>Making informed and healthy choices and knowing the consequences of actions.</p> <p>Keeping safe: giving and getting help.</p> <p><b>Attitudes and Values</b></p> <p>Valuing oneself and other people.</p> <p>Attitudes towards the use of alcohol and tobacco within the home and the wider society.</p> <p>Parent/guardians' and teachers' reactions to drugs and their use.</p> <p>Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them.</p> <p>Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs.</p>

## Appendix 2

<b>1. Name of Pupil</b> <hr/> <b>Address</b> <hr/> <b>School</b> <hr/> <b>Form/Class/Group</b> <b>DOB</b>	<b>2.</b> <b>Date of Incident</b> <hr/> <b>Reported by</b> <hr/> <b>Time of incident</b> <hr/> <b>Location of incident</b> <hr/>
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <b>3. First Aid Given</b>  <hr/> <b>YES</b> <input type="checkbox"/>    <b>NO</b> <input type="checkbox"/> </div> <div style="width: 30%;"> <b>Ambulance/ Doctor</b>  <hr/> <b>Called</b>    <b>YES</b> <input type="checkbox"/>    <b>NO</b> <input type="checkbox"/> </div> <div style="width: 30%;"> <b>Sample Found</b>  <hr/> <b>YES</b> <input type="checkbox"/>    <b>NO</b> <input type="checkbox"/> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%;"> <hr/> <b>Administered by</b> </div> <div style="width: 30%;"> <hr/> <b>Time of Call</b> </div> <div style="width: 30%;"> <hr/> <b>Drug involved (if known)</b> </div> </div>	
<b>4. Parent Informed</b> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <b>YES</b> <input type="checkbox"/>    <b>NO</b> <input type="checkbox"/> </div> <div style="width: 30%;"> <hr/> <b>Date</b> </div> <div style="width: 30%;"> <hr/> <b>Time</b> </div> <div style="width: 30%;"> <hr/> <b>By Whom</b> </div> </div>	
<b>5. Police Informed</b> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <b>YES</b> <input type="checkbox"/>    <b>NO</b> <input type="checkbox"/> </div> <div style="width: 30%;"> <hr/> <b>Date</b> </div> <div style="width: 30%;"> <hr/> <b>Time</b> </div> </div> <hr/> <b>By</b> <hr/> <b>Name of Station / Officer</b>	<b>6.</b> <hr/> <b>Where sample retained or</b> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <hr/> <b>Date sample disposed of</b> </div> <div style="width: 40%;"> <hr/> <b>Time</b> </div> </div> <hr/> <b>Witnessed by</b> <hr/>
<b>7. EA Drug Education Officer / CCMS Informed</b> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <b>YES</b> <input type="checkbox"/>    <b>NO</b> <input type="checkbox"/> </div> <div style="width: 30%;"> <hr/> <b>Date</b> </div> <div style="width: 30%;"> <hr/> <b>Time</b> </div> </div> <hr/> <b>By Whom</b> <hr/>	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <b>8.</b>    <input type="checkbox"/> <b>Disciplinary</b>    <input type="checkbox"/> <b>Pastoral</b>    <input type="checkbox"/> <b>Other Response</b> </div> <div style="width: 70%;"> <hr/> <b>Outline of details</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 70%;"> <hr/> </div> <div style="width: 30%;"> <hr/> <b>Date</b> </div> </div>
<b>9.</b> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <hr/> <b>Form completed by</b> </div> <div style="width: 40%;"> <hr/> <b>Date</b> </div> </div> <hr/> <b>Position</b> <hr/> <hr/> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <hr/> <b>Countersigned by School Principal / EA Officer / CCMS Officer</b> </div> <div style="width: 40%;"> <hr/> <b>Date</b> </div> </div>	

DESCRIPTION OF INCIDENT AND ACTION TAKEN



**CHECKLIST FOR HANDLING SUSPECTED DRUG RELATED INCIDENT  
IN SCHOOLS**

This is a guide on the key procedures to undertake when a drug-related incident occurs in schools.

**1. Ensure the safety of the individual pupil involved, of other pupils, yourself and other staff. On finding a situation with a suspected substance:**

- ☐ Get help immediately from another adult.
- ☐ Assess situation, to see if this is a life-threatening situation or not.

**If an emergency:**

- ☐ If necessary - contact an ambulance.
- ☐ Put person under the influence of the drugs in the recovery position.
- ☐ Ensure airways are cleared.
- ☐ Remove any other bystanders from the immediate vicinity.

**Then in all cases:**

- ☐ Carefully gather up any drugs / paraphernalia / evidence lying around and keep safely.
- ☐ Ascertain which substances / drugs have been taken and how much.
- ☐ Secure all drugs and paraphernalia and give to the Principal / designated teacher for drugs immediately, and lock them away.
- ☐ Contact the parents/guardians as soon as possible.

**2. Ensure all incidents are properly investigated and recorded:**

- ☐ Never accuse pupils of drug dealing/possession; these are alleged illicit substances until substantiated by the PSNI.
- ☐ Conduct search procedures according to school policy. (**Never search personal belongings without permission.** It is okay to search school property such as lockers, cupboards or desks).
- ☐ Ensure all drugs are safely and securely stored or destroyed, making sure that this is witnessed by another adult and recorded.
- ☐ Gather details and data from all the eyewitnesses at the scene.
- ☐ All statements and phone calls should be recorded, signed and dated.
- ☐ Record all information on Official Incident Form and sign and date, or ensure accurate details are given to whoever is writing the form and co-sign.
- ☐ Ensure an Incident Form is filled in and forwarded to the EA/CCMS, as appropriate.
- ☐ Ensure that you follow all the procedures in your school's Drugs Policy.

**3. Ensure appropriate individuals and agencies are informed and contacted as needed:**

- ☐ Principal and designated teacher for drugs
- ☐ Parents / guardians
- ☐ PSNI (CSIO)
- ☐ EA/CCMS as appropriate
- ☐ Chairperson initially and subsequently the Board of Governors
- ☐ The EA Education Welfare Officer
- ☐ No media statements, only the Principal should do this
- ☐ Other pupils, parents and staff are only told on a need-to-know basis.

A pastoral / disciplinary response needs to be made by the school, balancing the need for compassion and the pupil's welfare with the need to send a clear message about illegal actions and behaviour and the impact on the school community.

