

Drugs Education Policy

The Board of Governors and staff of Mossley Primary School take a serious and professional approach to their responsibilities in relation to Drugs Education.

It is important that the information contained in this policy is sufficiently detailed to provide clear guidance in relation to the following:

- Section 1** The attitude of Mossley Primary School to drug use
- Section 2** Overview, Rationale, Aims and Objectives of Drugs Education
- Section 3** Monitoring, Review and Evaluation of our Drugs Education Policy
- Section 4** Key Roles and Responsibilities in Drugs Education
- Section 5** Procedures for the Management of Prescribed Medicines in school
- Section 6** Procedures for responding to drug-related incidents
- Section 7** Outline of Disciplinary Procedures

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- *Appendix 1* Policy in relation to the administration of medicine
- *Appendix 2* Staff Training
- *Appendix 3* Policy in relation to the management of solvents
- *Appendix 4* Policy in relation to smoking
- *Appendix 5* Individual Medical Record - all children
- *Appendix 6* Central Medical Record (CMR)
- *Appendix 7* Parental Request for Administration of Medicines
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- *Appendix 9* Drug Incident Report Form
- *Appendix 10* Roles and Responsibilities for responding to drug-related incidents

Section 1: The attitude of Mossley Primary School to drug use

The whole issue of drugs and drug abuse has tremendous currency in the society in which our children are growing up. The over-riding aim of our Drugs Education policy is to equip our children to make wise and informed decisions in an ever-changing society. We seek to achieve this by providing opportunities for our children to acquire the knowledge, understanding and skills which will enable them to make these decisions and in so doing to adopt a safe and healthy lifestyle in a society where drugs are readily available.

The Governors and Staff of Mossley Primary School take their responsibility to educate our children, in relation to this matter, very seriously. We seek to provide an appropriate educational programme for all our children. Consistent with this programme is the adoption of a complete non-smoking policy. In addition, we have a very clear procedure for dealing with incidents of the misuse of any drugs as detailed in Section 5.

Definitions

For the purposes of this policy the terms **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 (*Drugs Guidance for Schools in Northern Ireland, 2016: p3*).

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

- Alcohol, tobacco and tobacco-related substances including e-cigarettes
- “Over the counter medicines” (e.g. paracetamol, cough medicine)
- Prescribed drugs (antibiotics, painkillers, inhalers, tranquillisers)
- Volatile substances (glues and aerosols)
- Controlled drugs (cannabis, LSD, Ecstasy, Cocaine, Amphetamine Sulphate/ Speed, Heroin)
- 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;
- Other substances such as Amyl or Butyl Nitrite (known as poppers) and unprocessed Magic Mushrooms.

Drug Use refers to taking a drug where there is no value judgement, although all drug use has an element of risk.

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, that cause harm to the individual, their significant others or the wider community.

Section 2: Overview, Rationale, Aims and Objectives of Drugs Education.

Overview

We recognise that young people in today's society are exposed to the risks associated with the drug and alcohol culture. Mossley Primary School seeks to promote the development of the 'whole child' which encompasses physical, mental, emotional, social and environmental health, by equipping our pupils with the knowledge, skills, attitude and values to handle their lives effectively in the present and prepare for adulthood.

Rationale

Drug and alcohol education therefore forms an integral part of our curriculum. The aims and objectives of this policy should not be viewed in isolation, but alongside our pastoral care policies including our Safeguarding Policy and Child Protection Policy, Promoting Positive Behaviour Policy, Anti-Bullying Policy and Administration of Medicine Policy, Health and Safety Policy and Managing Critical Incidents Policy.

A specific Drugs Education policy is necessary to ensure a consistent approach by all members of staff, to develop an effective partnership with parents and to provide a clear statement, to all, how any incident would be addressed. It is hoped that this policy will ensure our children acquire the knowledge, understanding and skills to help them to make the right decisions to live a healthy lifestyle.

The Law in Northern Ireland states that all staff must be aware of their responsibilities under the law which differs in Northern Ireland from elsewhere in the U.K. The relevant pieces of legislation are 'The Misuse of Drugs Act 1971', 'Section 5 of the Criminal Law Act (Northern Ireland) 1967 and the 'Powers of Arrest-Police and Criminal Evidence (Northern Ireland) Order 1989'.

The central tenet of our Drugs Education policy will be to deliver an appropriate, preventative programme of guidance and education. Children will be taught real facts about tobacco, e-cigarettes, alcohol, drugs and solvent abuse at an appropriate level. Teachers will help and guide children sensitively as they explore these areas and will seek to inform and involve the school community as appropriate.

Aims

Our policy will include the following aims:

- *To promote positive attitudes towards personal health.*
- *To inform children of the effects of drug abuse and the risks involved in an age appropriate way.*
- *To establish skills and behaviour which enable children to effectively communicate, assert themselves and make responsible decisions.*
- *To build up the self-esteem and confidence of our children.*
- *To develop clear procedures that can be followed in the event of issues relating to drug misuse being disclosed.*

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- *To ensure progression and continuity in knowledge and understanding, matching these to the age, maturity and circumstances of the pupils concerned.*

Objectives of our Drugs Education Policy

Learning and teaching regarding to drugs, 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 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.*

Section 3: Monitoring, Review and Evaluation of our Drugs Education Policy

The responsibility to ensure the monitoring, review and evaluation of the Drugs Education Policy rests with the Designated Teacher and the Drugs Education Co-ordinator, Mrs Daphne Kayes (Co-Principal).

Monitoring will include reviewing year group short term planning, classroom observation and teacher consultation. Monitoring will take place on an on-going basis.

Review & Evaluation of our policy will seek to include the views of teaching staff, children, parents and governors. Review & Evaluation will take place as part of our School Development Plan, in response to future initiatives and in the light of any drug related incidents.

Section 4: Key Roles & Responsibilities in Drugs Education

Children

Parents

School Staff

The Board of Governors

The Pastoral Team

Drugs Education Co-ordinator

Children play an active role in our approach to Drugs Education. All children are provided with a planned programme of learning opportunities to enable them to acquire the knowledge, understanding and skills necessary to take responsibility for the decisions they make. We consider the pastoral care provided by Mossley P.S. as appropriate to ensure our children adopt a safe and healthy lifestyle in a society where drugs are readily available.

Parents play a vital role and share real responsibilities in ensuring the effectiveness of our Drugs Education Policy.

- *Parents will be made aware of our Drugs Education Policy through the Board of Governors Annual Report, the School Prospectus and Parents' News.*
- *Parents will be made aware that full copies of our Drugs Education Policy Document are available on our school website and upon request.*
- *Parents will be consulted as part of a planned review of our Drugs Education Policy within our School Development Plan.*
- *Additional information will be circulated to parents through a range of home / school communications as appropriate.*
- *On occasion parents will be invited to attend meetings r.e. drug-related issues.*
- *Parents will be made aware of the curriculum content of our Drugs Education programme through the availability of the Drugs Education Policy, through specific curriculum tasks set for their child and through discussion with their child about drug-related issues.*
- *Parents will be informed and involved, as soon as possible, in the event of a drug-related incident involving their child.*
- *Mossley Primary School will seek parental involvement, support and co-operation regarding the implementation of any disciplinary action that may be necessary as a result of any drug-related incident involving their child.*

All *school staff* have important roles and responsibilities in relation to the effective implementation of our Drugs Education Policy.

- *All school staff will be given copies of the full Drugs Education Policy Document.*
- *All school staff will be given clear guidance r.e. the procedures for responding to drug-related incidents and implement these as required.*
- *All school staff will be made aware of who the Designated Teacher and Drugs Education Co-ordinator are.*

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- *All new staff will address drug-related issues as part of a planned induction programme.*
- *Additional INSET opportunities may be available for specific and/or key staff within school.*
- *All staff groupings will discuss the Drugs Education Policy on a regular basis.*
- *All staff groupings will be consulted as part of a planned review of our Drugs Education Policy within our School Development Plan.*

The Board of Governors play a vital role and hold real responsibilities in all aspects of our Drugs Education Policy.

- *The Board of Governors will determine, approve and adopt the Drugs Education Policy for Mossley Primary School.*
- *The Board of Governors, in conjunction with the Co-Principals, will determine both the School Development Plan and the inclusion of Drugs Education within this.*
- *The Board of Governors will be consulted as part of any planned review of our Drugs Education Policy within this School Development Plan.*
- *The Board of Governors will determine, approve and adopt the Positive Behaviour Policy of Mossley Primary School as it relates to drug-related incidents and other issues.*
- *The Board of Governors will be kept fully informed of issues in relation to the implementation of our Drugs Education Policy and any incidents that may arise.*
- *The Board of Governors will be kept fully informed in relation to any disciplinary action that is necessary in response to a drug-related incident.*
- *The Board of Governors may request the expulsion of a pupil, in accordance with EA-NE Guidelines.*

The Drugs Education Co-ordinator play(s) a crucial role in this area in conjunction with the Pastoral Team. The Drugs Education Co-ordinator is responsible for the co-ordination of the arrangements to deal with individual cases of suspected or actual drug misuse.

- *The Drugs Education Co-ordinator will ensure an effective programme of study is being taught across Key Stages.*
- *The Drugs Education Co-ordinator will implement procedures as outlined in this policy for dealing with an incident in conjunction with the co-Principals.*
- *The Drugs Education Co-ordinator will receive any substance and associated paraphernalia found in school.*
- *The Drugs Education Co-ordinator will regularly update staff on the policy and the procedures for dealing with a drug-related incident.*
- *The Drugs Education Co-ordinator will liaise with outside agencies in relation to drug-related incidents.*
- *The Drugs Education Co-ordinator will be responsible for the induction of new staff and training of existing staff as appropriate.*

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- *The Drugs Education Co-ordinator will review and update the school Drug Education policy after an incident and when required.*

The *Drugs Education Co-ordinator* in Mossley Primary School is **Mrs Daphne Kayes**.

Section 5: Procedures for the Management of Prescribed Medicines in school.

In Mossley Primary School we recognise 2 categories of required prescribed medications, namely:

1. Long-term medications e.g. for asthma, diabetes or epilepsy.
2. Short-term medications e.g. antibiotics.

Long-Term Medications

Staff at Mossley Primary School agree to store inhalers and Epi-pens who are able to administer the drug themselves, provided that parents provide comprehensive information on the administration of the medication. This information should include:

1. The name of the drug.
2. The amount required.
3. The regularity of the dose.
4. Exactly what procedure should be followed in the case of an emergency.

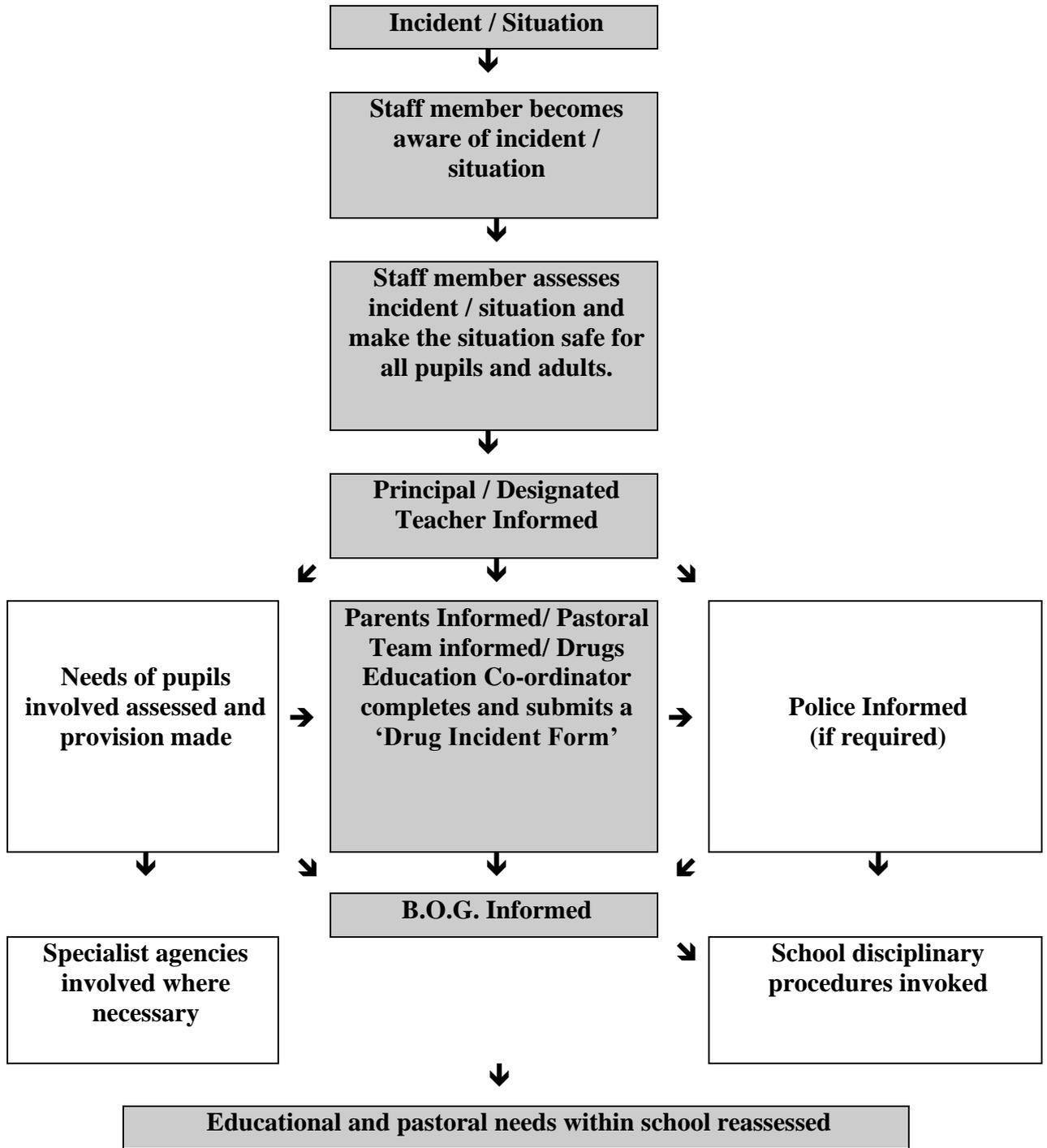
This information will be made available to all staff who may come into contact with the child during the course of a school day.

Staff at Mossley Primary School agree to store glucose necessities for children suffering from diabetes provided that information is provided as outlined above.

Short-Term Medications

Staff at Mossley Primary School are not obliged to administer short-term medications. Parents may request medication to be administered during the school day by completing the Parental Request for the Administration of Medicine form (Appendix 7).

Section 6: Procedures for responding to drug-related incidents



See *Appendix 10* for Roles and Responsibilities for responding to drug-related incidents.

Searching and detaining pupils:

- If a controlled substance is found in school it will be brought to the teacher in charge
- and given to the Police for identification and assistance with further investigations.
- If a pupil is found with a controlled substance or there are reasonable suspicions a pupil has a substance, he/she will be detained by two staff members and the Police and parents will be informed. Pupils may be detained by the school using reasonable force as this is a criminal offence and this would be a citizen's arrest. He/she will be brought along with possessions to the designated teacher while parents and police are informed.
- He/she can be asked to voluntarily turn out his/her belongings in the presence of a witness. Teachers will not search a person or personal property.
- The school does reserve the right to search school property.

Confidentiality for the Staff:

- If a pupil comes to ask for help or advice you have to ask them to give the minimum information so that you can offer or seek help without incriminating yourself and/or breaking their trust.
- Teachers who find themselves in possession of information of criminal activities must inform the police and where pupils seek help from a teacher they must be informed that the teacher cannot guarantee confidentiality.

Dealing with the Press:

- If the Press become aware of an incident in the school, the staff are requested to treat any such issue as confidential to the school and comment to be limited to an official school response. In such circumstances the Co-Principals will seek advice from EA-NE and make a written statement that if possible, will end with a positive comment.

Section 7: Outline of Disciplinary Procedures

In Mossley Primary School we consider all drug-related incidents to be serious. The procedure for responding to drug-related incidents identifies the stage at which disciplinary procedures are invoked. The exact nature of what would constitute appropriate disciplinary action is obviously dependent on the nature of the incident.

The school will seek parental involvement, support and co-operation regarding the implementation of any disciplinary action.

If an investigation is necessary the pupil will be suspended for a period of up to 5 days. In exceptional circumstances this period of time may be extended in accordance

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with the EA Procedures for the Suspension and Expulsion of Pupils. In an extreme case the pupil may be recommended for expulsion according to the above procedures.

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Appendix 1: Administration of Medication in Mossley Primary School (Updated Dec 2023)

Protocol for the Administration of Medication in Mossley Primary School.

- 1.5.1 The Board of Governors and staff of Mossley Primary School wish to ensure that pupils with medication needs receive appropriate care and support at school. The Principal will accept responsibility, in principle, for members of the school staff giving or supervising pupils taking prescribed medication during the school day **where those members of staff have volunteered to do so.**

Please note that parents should keep their children at home if acutely unwell or infectious.

- 1.5.2 Parents are responsible for providing the Principal with comprehensive information regarding the pupil's condition and medication.
- 1.5.3 **Prescribed medication** will not be accepted in school without complete written and signed instructions from the pupil's doctor e.g. official printed prescription label / Individual Medical Plan.
- 1.5.4 The school will only make changes to dosages of prescribed medicines on written instructions by the pupil's doctor.
- 1.5.5 Staff will not give a non-prescribed medicine to a child unless there is specific prior written permission from the parents.
- 1.5.6 Only reasonable quantities of medication should be supplied to the school (*for example, a maximum of four weeks' supply at any one time*).
- 1.5.7 Where the pupil travels on school transport with an escort, parents should ensure the escort has written instructions relating to any medication sent with the pupil, including medication for administration during respite care.
- 1.5.8 All medication must be delivered to the school office, in normal circumstances by the parent/carer. At the office a School Parental Request for the Administration of Medication form must be completed. All medication must be presented in **a secure and labelled container as originally dispensed.** Each item of medication must be clearly labelled with the following information:

- ❖ Pupil's Name
- ❖ Name of medication
- ❖ Dosage
- ❖ Frequency of administration
- ❖ Date of dispensing
- ❖ Storage required (*if important*)
- ❖ Expiry date

The school will not accept items of medication in unlabelled containers.

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- 1.5.9 Unless otherwise indicated, all medication to be administered in school will be kept in a secure place out of the reach of children.
- 1.5.10 The school will keep records of medication administered that cannot be bought over the counter, which will be available for parents to inspect. Children on special care plans will be given medical assistance by the school staff in accordance with their care plan.
- 1.5.11 For each pupil with long term or complex medication needs, the Principal/Pastoral Care Co-ordinator will ensure that a **Medication Plan** and **Protocol** are drawn up, in conjunction with the appropriate health professionals/parents. This will include a record of trained staff and a list of medication to be given.
- 1.5.12 If children refuse to take medicines, staff will not force them to do so, and will inform the parents of the refusal, as a matter of urgency, on the same day. If a refusal to take medicines results in an emergency, the school's emergency procedures will be followed.
- 1.5.13 It is the parents' responsibility to notify the school in writing if the pupil's need for medication has ceased.
- 1.5.14 It is the parents' responsibility to renew the medication when supplies are running low and to ensure that the medication supplied is within its expiry date.
- 1.5.15 School staff will not dispose of medicines. Medicines, which are in use and in date, should be collected by the parent at the end of each term. Date expired medicines, or those no longer required for treatment, will be returned immediately to the parent for transfer to a community pharmacist for safe disposal.
- 1.5.16 Staff who volunteer to assist in the administration of medication will receive appropriate training/guidance through arrangements made with the School Health Service. This training will take place on an annual basis and whenever is reasonably sensible.
- 1.5.17 The school will make every effort to continue the administration of medication to a pupil whilst on trips away from the school premises, even if additional arrangements might be required. However, there may be occasions when it may not be possible to include a pupil on a school trip if appropriate supervision cannot be guaranteed within the school staff. In accordance with the School's Educational Visits Policy, parents will then be expected to attend the trip to ensure their child's medical needs are being met.
- 1.5.18 Where a child uses an inhaler, one clearly labelled with the pupil's name and class must be lodged with the class teacher. Parents of pupils in P4-P7 classes, who wish their child to carry an **additional inhaler** on their person and to self administer will be asked to complete the Self Administration section of the school's Parental Request for the Administration of Medication Form. Only in this instance will children be permitted to carry their own medication.

Appendix 2: Staff Training

- First Aid Training:***
- All staff will undertake a First Aid Refresher Course every 3 years.
 - All staff will use disposable gloves when dealing with accidents involving external bleeding.
- Asthma:***
- All staff will receive clear guidelines of what to do in the event of a child having an asthma attack.
- Anaphylaxis Reactions:***
- A clear protocol is established for children who have been identified in relation to this condition.
 - Annual Staff Training is provided for a group of key staff involved with the child.
 - Annual Staff Training in emergency resuscitation is provided for key staff.
- Epilepsy:***
- Annual Staff Training in immediate emergency procedures is provided for key staff.

Appendix 3: Policy in relation to the management of solvents

Mossley Primary School is fully aware of the potential dangers of solvent abuse. The use of solvents will always be kept to a minimum and school will follow the advice and guidance of EA re appropriate type, use and storage. Solvents which may be required in school include **adhesives, aerosols, cleaning & degreasing agents**.

Where solvents have to be kept in school e.g. for classroom and cleaning purposes the following guidelines will be strictly adhered to.

- All solvents necessary will be stored securely and will be properly supervised.
- Pupils will not be allowed to bring substances into school which would or could have an intoxicating effect on them.
- The building supervisor and cleaners will be made aware of their responsibilities. *[Section 9 Health and Safety Manual]*.

Appendix 4: Policy in relation to smoking

Mossley Primary School is a restricted environment and signage to this effect will be permanently on display.

No-one will be permitted to smoke while on the school premises.

Pupils will be educated on the effects of smoking and given opportunities to learn the skills necessary to resist the pressure to smoke. They should be able to make informed decisions on smoking.

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Aims:

- To promote healthy lifestyles.
- To teach pupils about the hazards of smoking.
- To protect the health of pupils, staff and visitors to the school.

Objectives:

- To educate pupils about the serious health risks of smoking.
- To educate pupils as to the benefits of not smoking or stopping smoking.
- To provide a supportive environment for those who do not wish to smoke.
- To demonstrate the school's commitment to promoting the health of its staff, its pupils and the community it serves.
- To provide a smoke-free working environment.

Prevention:

- Smoke-Free School signs displayed.
- No cigarettes/e-cigarettes are allowed in school.
- Visitors/staff are not permitted to smoke on school premises.
- Teaching through Health Education Programme.

Intervention:

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

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Appendix 5: Individual Medical Record – All Children

Dear Parents,

At the start of the new school year we are updating the **medical information** and **contact details** we hold for your child. We also take this opportunity to address some other **general areas** where parental consent is required.

Please complete and return the form overleaf to your child's class teacher as soon as possible.

Please ensure that **Emergency Contact Numbers** are up to date. If you cannot be quickly contacted please let me know with whom you have made an arrangement to take care of your child in case of sudden illness.

Yours sincerely

S W J Mulligan
Principal

Name of child:		D.O.B.	
Address:			
Home Telephone No:		Work Telephone No:	
<u>Emergency Contact Numbers</u>			
Name:	Relationship to pupil:	Telephone Number:	Mobile Number:
1.			
2.			
3.			
Doctor's Name:			
Doctor's Address:			
Doctor's Telephone No:			
<u>In event of a minor injury in school:</u>			
<i>I allow / do not allow (delete as appropriate) my child to <u>be</u> given a plaster if required.</i>			
<i>If your child has a disability, please give details:</i>			
<i>If your child requires regular medication, please give details:</i>			
<i>I allow / do not allow (delete as appropriate) my child to <u>have</u> his / her photograph taken.</i>			
<i>I allow / do not allow (delete as appropriate) my child to <u>go</u> swimming with his / her year group. (Primary 5-7 only)</i>			

Signed: _____ Date: _____
Parent / Guardian

Appendix 6: Central Medical Record (CMR)

A Critical Medical Record is created and kept for all children with critical medical needs. All staff members have this information collated in a booklet, and these pupils are displayed in the Staff Room.



First Aid Record

Name of Child :

Class and Teacher:

Summary of Condition:

Emergency Telephone Numbers and Contacts

Condition and Action to be taken:

**Appendix 7: Parental Request for Administration of Medicine
(Updated May 2022)**

PARENTAL REQUEST FOR THE ADMINISTRATION OF MEDICINE

Mossley Primary School has a duty of care to provide a safe and happy environment where all children will be cared for and treated in a manner which enables them to feel secure at all times. Neither teachers nor support staff have a legal or contractual duty to administer medicines or provide health care. **Consequently, medication that can be given at home, should be given at home.** However, when the taking of medication is necessary during the school day this ***will only be undertaken*** when clear written instructions and consent have been provided and where nothing more than administration is required. If school time medication is essential, please complete the form below.

Name of Pupil: _____ Male
D.O.B. _____ Female
Class / Room _____ *Contact Details – Name & Telephone Number.*

I. _____

Tel: _____ Relationship to child _____

Brief Description of Medical Condition(s) and Symptoms {Add additional sheet if required}

PRECISE DETAILS OF IN SCHOOL MEDICATION REQUIREMENTS

Parents must ensure that in date medication, in a secure and labelled container as originally dispensed is supplied. The school will not accept items of medication in unlabelled containers.

Name of Medicine: _____

Expiry Date: _____

Dosage Required: _____

Time to be given: _____

Special precautions: _____

Side Effects: _____

Procedures to take in an emergency: _____

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STATEMENT OF PARENTAL CONSENT:

I understand that I must deliver the medicine personally to the school office. I also understand it is my responsibility that a supply of the required medication held in school is kept maintained and is in date. I give full permission for Mossley Primary School to act in loco-parentis and in accordance with my written instructions as recorded above. I recognise it is my responsibility to inform school about any changes in the above medical requirements, in writing, and accept that the school staff members are under no obligation to administer medicines and therefore cannot be held responsible for an accidental failure to dispense it.

- *I understand that information may be shared with other members of staff for the well-being of my child.*
- *Information will only be held for as long as legally required.*

Signed: _____

Parent/Guardian

_____ Date

AGREEMENT OF CO PRINCIPALS

I agree that the above named pupil will receive medication as detailed at the agreed times. This pupil will be supervised whilst he/she takes their medication. This arrangement will continue until the school is notified otherwise in writing by the parent/guardian.

Signed: _____

Date: _____

Co Principal/authorised member of staff

SELF ADMINISTRATION OF INHALERS (P4-7 ONLY)



**If you wish your child to carry an additional inhaler in school and wish them to self-administer, please sign the consent declaration below.*

I would like my child to keep an additional inhaler in his/her possession and to self-administer as detailed above.

Signed: _____ Parent/Guardian

Date: _____

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Appendix 8 PDMU Curriculum Statements relating to Drugs Education in Foundation Stage, Key Stage 1 and Key Stage 2.

	FOUNDATION STAGE	P1	P2
Theme 1: Self-Awareness	<ul style="list-style-type: none"> • Explore who they are. 	✓	✓
	<ul style="list-style-type: none"> • Recognise what they can do. 	✓	✓
Theme 2: Feelings and Emotions	<ul style="list-style-type: none"> • Begin to recognise how they feel. 	✓	✓
	<ul style="list-style-type: none"> • Develop ways of expressing how they feel. 	✓	✓
	<ul style="list-style-type: none"> • Recognise how other people feel when they are happy, sad, angry or lonely. 	✓	✓
Theme 3: Learning To Learn	<ul style="list-style-type: none"> • Be encouraged to develop a positive attitude to learning. 	✓	✓
Theme 4: Health, Growth and Change	<ul style="list-style-type: none"> • Be aware of how to care for their body in order to keep it healthy and well. 	✓	✓
	<ul style="list-style-type: none"> • Recognise and practise basic hygiene skills. 	✓	✓
Theme 4a: Safety	<ul style="list-style-type: none"> • Explore appropriate personal safety strategies. 	✓	✓
	<ul style="list-style-type: none"> • Identify situations that are safe and those where personal safety may be at risk. 	✓	✓
	<ul style="list-style-type: none"> • Understand that many substances can be dangerous. 		✓
	<ul style="list-style-type: none"> • Know the safety rules that apply when taking medicine. 		✓
Theme 6: Rules, Rights and Responsibilities	<ul style="list-style-type: none"> • Realise why it is necessary to have rules in the classroom and the school. 	✓	
	<ul style="list-style-type: none"> • Develop a sense of what is fair. 	✓	✓
Theme 7: Managing Conflict	<ul style="list-style-type: none"> • Begin to take responsibility for what they say and do. 		✓
Theme 9: Learning to live as members of the community	<ul style="list-style-type: none"> • Begin to understand the interdependent nature of the class/community and themselves as participant members. 	✓	

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	KEY STAGE 1	P3	P4
Theme 1: Self-Awareness	<ul style="list-style-type: none"> Feel positive about themselves, and develop and understanding of their self-esteem and confidence. 	✓	✓
	<ul style="list-style-type: none"> Become aware of their strengths, abilities, qualities, achievements, personal preferences and goals. 	✓	✓
Theme 2: Feelings and Emotions	<ul style="list-style-type: none"> Begin to recognise, name and manage their feelings and emotions and realise that they are a natural, important and healthy part of being human. 	✓	✓
	<ul style="list-style-type: none"> Begin to recognise and manage the effects of strong feelings such as anger, sadness or loss. 	✓	✓
Theme 3: Learning To Learn	<ul style="list-style-type: none"> Become aware of their own strengths, abilities, qualities, achievements, personal preferences and goals. 		✓
	<ul style="list-style-type: none"> Acknowledge that everyone makes mistakes: that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning. 	✓	✓
	<ul style="list-style-type: none"> Recognise how they can develop and improve their learning. 		✓
Theme 4: Health, Growth and Change	<ul style="list-style-type: none"> Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene. 	✓	✓
	<ul style="list-style-type: none"> Recognise how responsibilities and relationships change as people grow and develop. 		✓
	<ul style="list-style-type: none"> Understand that medicines are given to make you feel better, but that some drugs are dangerous. 	✓	✓
	<ul style="list-style-type: none"> Understand that if not used properly, all products can be harmful. 	✓	✓
Theme 4a: Safety	<ul style="list-style-type: none"> Know what to do or whom to seek help from when feelings unsafe. 	✓	✓
	<ul style="list-style-type: none"> Know about the potential dangers and threats in the home and environment. 	✓	✓
	<ul style="list-style-type: none"> Develop simple safety rules and strategies to protect themselves from potentially dangerous situations. 	✓	✓
Theme 9: Learning to live as members of the community	<ul style="list-style-type: none"> Recognise the interdependence of members in the school community. 	✓	✓
	<ul style="list-style-type: none"> Be aware of who and what influences their views, feelings and behaviours at home and at school. 		✓

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	KEY STAGE 2	P5	P6	P7
Theme 1: Self-Awareness	<ul style="list-style-type: none"> Develop self-awareness, self-respect and self-esteem. 	✓	✓	✓
	<ul style="list-style-type: none"> Know how to confidently express their own views and opinions in unfamiliar circumstances. 	✓		✓
	<ul style="list-style-type: none"> Face problems, trying to resolve and learn from them. 		✓	✓
	<ul style="list-style-type: none"> Recognise how responsibilities change as they become older and more independent. 			✓
	<ul style="list-style-type: none"> Explore and examine what influences their views, feelings and behaviours. 			✓
	<ul style="list-style-type: none"> Develop strategies to resist unwanted peer/sibling pressure and behaviour. 	✓	✓	✓
Theme 2: Feelings and Emotions	<ul style="list-style-type: none"> Examine and explore their own and others' feelings and emotions. 	✓	✓	✓
	<ul style="list-style-type: none"> Know how to recognise, express and manage feelings in a positive and safe way. 			✓
	<ul style="list-style-type: none"> Recognise that feelings may change at times of change and loss. 	✓		✓
Theme 3: Learning To Learn	<ul style="list-style-type: none"> Know how to confidently express their views and opinions in unfamiliar circumstances. 	✓		✓
	<ul style="list-style-type: none"> Face problems, trying to resolve and learn from them. 	✓	✓	✓
	<ul style="list-style-type: none"> Identify their current strengths and weaknesses. 	✓	✓	✓
Theme 4: Health, Growth and Change	<ul style="list-style-type: none"> Understand the benefits of a healthy lifestyle including physical activity, healthy eating, rest and hygiene. 	✓	✓	✓
	<ul style="list-style-type: none"> Know about the harmful effects of tobacco, alcohol, solvents, drug and cyber bullying on others. 			✓
	<ul style="list-style-type: none"> Recognise how responsibilities change as they become older and more independent. 			✓
Theme 4a: Safety	<ul style="list-style-type: none"> Develop strategies to resist unwanted peer /sibling pressure and behaviour. 	✓		✓
	<ul style="list-style-type: none"> Know where, when and how to seek help. 		✓	✓
	<ul style="list-style-type: none"> Be aware of basic emergency procedures and first aid. 	✓	✓	✓

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	KEY STAGE 2	P5	P6	P7
Theme 5: Relationships	<ul style="list-style-type: none"> Explore and examine what influences their views, feelings and behaviours. 			✓
Theme 6: Rules, Rights and Responsibilities	<ul style="list-style-type: none"> Understand that rules are essential in an ordered community and the need for different rules in different contexts. 			
	<ul style="list-style-type: none"> Examine the effects of anti-social behaviour. 		✓	✓
	<ul style="list-style-type: none"> Appreciate how and why rules and laws are created and implemented. 			✓
Theme 7: Managing Conflict	<ul style="list-style-type: none"> Examine ways in which conflict can be caused by words, gestures, symbols or actions. 			✓
Theme 9: Learning to live as members of the community	<ul style="list-style-type: none"> Explore and examine what influences their views, feelings and behaviours. 			✓
	<ul style="list-style-type: none"> Recognise the importance of democratic decision-making and active participation in the classroom and in the home. 			✓
	<ul style="list-style-type: none"> Explore how the media presents information. 		✓	✓



Appendix 9: Drug Incident Report Form



Mossley Primary School - Drug Incident Report Form

1	Name of Pupil	
	D.O.B	
	Address	
2	Date and Time of Incident	
	Location of Incident	
	Reported By	
3	First Aid Given? Y/N and Administered by:	
	Doctor Called? Y/N	
	Time of Call	
4	Parent Informed? Y/N	
	Date and time of call	
5	Where is substance retained?	
	Date handed over to PSNI or destroyed?	
6	PSNI Informed? Y/N	
7	EA Designated Officer informed? Y/N	
8	Form Completed By	
	Role	
	Date	



Appendix 10: Roles and Responsibilities for responding to drug-related incidents
(as outlined in Drugs: Guidance for schools, 2015: p12-14).

The role of the designated teacher

The designated teacher 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 disciplinary 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 Co Principals, who should contact the pupil's parents or carers immediately; taking possession of any substance(s) and associated paraphernalia found in a suspected incident;
- pupil(s) involved in a suspected incident;
- completing a factual report using the schools Drug-Related Incident Form, which they forward 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.

In view of the responsibilities involved, the designated teacher should be a member of the school's senior management. In the absence of the designated teacher, the school should appoint a recognised deputy.

The role of the Co-Principals

It is the Co principals' 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 Co Principal should contact the parents or carers of those pupils involved. The Co Principal must ensure that in any incident involving a controlled substance there is close liaison with the PSNI. **Failure to inform the PSNI of a suspected incident involving controlled drugs is a criminal offence.**

After contacting the PSNI, the Co Principals should confine their responsibilities 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;



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- 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 or CCMS.

The role of the Board of Governors

School governors are responsible for their individual school. They should collaborate with appropriate staff, pupils and parents or carers to foster and support developing and reviewing its drugs policy. They should also:

- 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 at least 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.

As a matter of good practice, every Board of Governors should have a designated governor for drugs who has received specific training in drug-related issues.