

SAINTFIELD HIGH SCHOOL



Drugs Prevention Policy

Reviewed & Revised March 2010

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SECTION ONE

Introduction

- **Saintfield High School Drugs Prevention Policy** is a statutory document, in accordance with DENI guidelines: Misuse of Drugs - A Guidance for Post Primary Schools 1996. The policy follows the guidance given in the SEELB Drug Education Policy Document.
- Our school believes that the misuse of drugs endangers not only our pupils but also affects the wider community in which we live. It is the school's responsibility and therefore that of all staff to ensure the child's health and safety while in our care. We strive to promote the personal and social well-being of every child. Drug misuse undermines our aims and aspirations for our young people and it has the potential to hinder the emotional, social and academic development of the young person.
- From a wide perspective, this policy will allow our parents, our school community and the wider Saintfield community the opportunity to become actively involved in addressing the many and varied issues pertaining to the use and misuse of drugs. This policy plays an integral part of our existing Health Education, Personal & Social Education and Religious Education programmes of study. Furthermore the Chrysalis Programme taught to Years 8 - 10 ~ a 12 week programme is set within the Learning for Life and Work Programme. This is developed in Years 11 and 12 through the Health and Well-Being Education courses of study which are integral components of our Learning for Life & Work and GCSE syllabus.
- Drugs education is a whole school issue, and the policy should ensure that key and positive messages are reinforced in all aspects of school life.

“the ultimate aim should be to protect young people from the harm associated with the use and misuse of drugs.”

Rationale

- (a) Saintfield High School recognises that young people are exposed to the risks associated with the drug culture which exists within today's society. Young people are challenged by the changing and sometimes conflicting values of society, a society which places demands on them to make informed and responsible choices. **The school wishes to promote the development of the 'whole person' which encompasses physical, mental, emotional, social and environmental health; by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.**
- (b) Research cites personal inadequacy, a lack of self esteem and peer pressure as the main reasons for drug misuse among young people. This places a responsibility on the school, Youth Organisations and the family home to 'better prepare young people for adult life.' (Education Reform (NI) Order 1989).
- (c) A drug-prevention programme, as part of the school's personal and social education provision is regarded as the most effective preventative strategy to eradicate drug experimentation/misuse.
- (d) The curriculum in Saintfield High School aims to promote "the spiritual, moral, cultural, mental and physical development of pupils." In doing so, we acknowledge our responsibility to equip pupils with the knowledge, skills, attitudes and values to handle the personal and moral issues affecting their lives (Education Reform (Northern Ireland) Order 1989).
- (e) A LLW programme designed to foster individual pupils' self-esteem, self confidence and assertiveness is necessary to empowering them to resist the lure of drugs and to prepare them for the responsibilities of adult life.
- (f) **A positive school ethos** centred on the needs of the child will be a key factor in determining the pastoral and disciplinary procedures for drug-related incidents.
- (g) To facilitate the appropriate delivery of an effective Drug Education Programme all members of staff involved undertake the necessary professional training through in-service education and training opportunities .

SECTION TWO

Drugs Education In Context

'The purpose of a Drugs Education Programme, is to provide opportunities for young people to acquire knowledge, understanding and skills which enable them to consider the effects of drugs and other substances on themselves and on others. It enables them to make informed and responsible decisions about the use of such substances within the context of a healthy lifestyle.' (DENI Misuse of Drugs - 1996)

The programme of education is integrated within Learning for Life and Work Programme (LLW) and is also delivered through other areas of learning. Pupils are taught about raising self-esteem, self confidence and assertiveness to prepare them for making informed decisions about drug use, the main focus being on knowledge, social skills, attitudes and values.

The School's policy should not be considered in isolation from other curricular pastoral policies, but should reflect an integrated and consistent approach to the overall well-being of the pupils.

In this context drug education does not become isolated within the curriculum and the development of personal responsibility is fostered as a positive part of personal growth.

In addition to the drug education provided within the curriculum, the school offers counselling and support for pupils to explore their own attitudes and values as well as an opportunity to discuss any drug related concerns they may have. This is generally done through the Pastoral System within the school and the pupils are informed that confidentiality cannot always be guaranteed.

School counselling services exist to help individual pupils who need to explore their own experiences and feelings. For many this is part of normal development but for others it is a necessary service when they are experiencing difficulties.

Drugs - a definition

The School's Policy on drug education covers any substance under the DENI definition:

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

- 'Illegal drugs' are those substances listed as controlled drugs eg cannabis, ecstasy, heroin, cocaine and magic mushrooms.
- 'Illicit drugs' include socially unacceptable legal drugs eg poppers, solvents and underage consumption of alcohol and tobacco.
- 'Prescription drugs' are those which are issued on prescription by a doctor (also known as 'over the counter drugs') eg tranquilisers, sleeping tablets, strong pain killers.

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

Procedures for handling alcohol and tobacco misuse are found in **APPENDIX 1** and this is also included in the *Community Code of Conduct Policy*. Procedures for handling prescribed medicines and volatile substances are also found in **APPENDIX 1** and are outlined in the school *Health and Safety Policy*. This policy complements these policies and also the Medical and the Child Protection and Pastoral Care Policies. It does not exist in isolation.

SECTION 3

Procedures For Handling And Reporting Incidents

A suspected drug related incident is described as:

- Suspect drugs or paraphernalia found on the school premises
- A pupil suspected of being in possession of drugs
- A pupil found to be in possession of drugs
- A pupil suspected of being under the influence of drugs.

Procedures for Individual Staff Member

- Assess situation and decide action.
- Secure First Aid and send for additional staff support if necessary.
- Make situation safe for all pupils and other members of staff.
- Carefully gather up any drugs and/or associated paraphernalia/evidence. Pass all information/evidence to the Designated Teacher for Drugs, Mrs Irwin – see **APPENDIX 3**.
- Emergency procedures:
 - See **APPENDIX 2**
 - An Emergency is:
 - a situation in which a pupil or staff is in danger;
 - a sequence of events which require urgent attention.
 - If any pupil/s are the first to witness the situation they must inform the nearest adult immediately.

The emergency will be dealt with by the first adult to come in contact with the situation.

- A First Aider should be sent for immediately, then Mrs Irwin and the Principal /Vice-Principal who is the Deputy Designated Teacher for Drugs.

Name of Designated Teacher for Drugs – Mrs E Irwin

Name of First Aiders – Mr M Elliott
- Mrs E Irwin
- Mrs K Maxwell
- Mrs L McClurg

Location of First Aid provisions – PE Teachers’ Stores, Technology & Design Suite, Home Economics Room, Science Prep Room, Resources Office/Medical Room.

Accident Report Forms

- Always complete an Accident Report form in detail immediately after the incident
- Accident Report Forms are kept in the School Office – **APPENDIX 7**.

Procedures for Carrying Out Searches

- You can search school property.
- Legally any search of pupils' personal property cannot take place without the child's agreement. Ask them to turn out pockets etc. (but you cannot make them).
- Physical searches of pupils should never be made by any member of staff.
- Ensure you have another adult present as a witness.

Procedures for Designated Teacher for Drugs

- Respond to First Aider's advice/recommendations regarding the incident.
- In the case of an emergency inform parents/guardians immediately.
- Take possession of any substance(s) and associated paraphernalia found.
- Inform Principal.
- Take initial responsibility for pupil(s) involved in suspected incident. And
- Complete an incident report form (**APPENDIX 6**) and forward it to the Principal.

Procedures for Principal

- Determine the circumstances surrounding the incident.
- Ensure that the following people are informed where relevant:
 - Parents/guardians;
 - Community and Schools Involvement Officer (CSIO)
 - Constable Sarah Love 02843 728342
 - Chairperson of the School's Board of Governors;
 - Designated Officer in S.E.E.L.B. – Kim Scott, telephone 02890 566407;
- Agree pastoral and disciplinary responses including counselling services/support;
- Forward a copy of the incident report form to the chairperson of the Board of Governors and the designated officer within the S.E.E.L.B.
- Review procedures and amend, if necessary.

Involvement of Police

The local P.S.N.I. should be informed in every case where on school premises a pupil is found to have, or is suspected of having volatile substances, illegal drugs, or taking prescribed drugs for purposes other than those authorised medically, either on his or her person, or in his or her belongings.

Interviewing Pupils

In exceptional circumstances, with the Principal's agreement, the police may interview a pupil on school premises. It is important that all possible efforts have been made to inform a pupil's parents before allowing a police interview to take place.

Drug Incidents Outside School Premises

When in school a member of staff becomes aware, or is told of possible criminal activity OUTSIDE school premises, it is expected that the local police should be informed, in the interests of safeguarding the health and safety of young people in the area. The Principal should make contact with the police. This would include information about the supply of controlled drugs, but also, for example, evidence that a local shopkeeper was selling alcohol, cigarettes or solvents to pupils in contravention of the law.

Confidentiality

The spirit of confidentiality is of primary importance to those who work professionally with young people in a trusting and secure environment. However the legal requirements of drug legislation will mean that in certain circumstances there will be a change in the convention of confidentiality.

However, Where a pupil discloses to a teacher that he or she is taking drugs, the teacher should make it clear that **he or she can offer no guarantee of confidentiality.** Staff have a responsibility to make pupils aware that confidentiality in relation to drug-related events is secondary to the welfare of the individual(s) concerned. However the teacher can advise the pupil of other sources of confidential information or advice. Pupils should also be encouraged to talk to their parents.

Dealing with the Media

If the school receives an enquiry from the media, the caller should be referred only to the Principal.

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

SECTION 4

Drugs Education Within The Curriculum

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

In Northern Ireland, the statutory curriculum for young people includes the cross-curricular theme of Health Education. This theme provides opportunities for young people to develop their knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substance, their effects of health and lifestyle, and the personal, social and economic implications. These issues are addressed in the school Personal Development programme which pupils follow from Year 8 to Year 12.

Drugs education is specifically linked to the relevant areas of Learning eg LLW, Science, Religious Education, English, and Physical Education.

A full outline of the areas of study involving drug education can be found in pages 12 - 18..

(A) DRUG EDUCATION PROGRAMME - AIMS AND OBJECTIVES

'The general aim of Guidance is to ensure that all pupils know that they are valued and that the school has a concern for them as individuals'.

The school's drug education programme is grounded in the following aims and objectives.

Aims

- To promote positive attitudes towards personal health.
- To inform pupils of the effects of drug use and abuse.
- To help pupils acquire skills in managing the pressures of the youth culture in which they live.
- To build pupils' self-esteem.
- To develop decision making skills which may delay or prevent the onset of experimentation.
- To develop self-discipline and self-respect.

Objectives

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

Pupils should be able to:

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

The approach offered in this policy is underpinned by the values implicit in the following statements:

- All human life is sacred.
- Every individual is unique.
- Everyone who has care of children has a responsibility to promote their physical, intellectual, oral and spiritual well-being.
- Living in a healthy society requires that all individuals share responsibility for the well-being of others.
- Self-discipline and independent thinking are necessary foundations for correct life choices.

(B) DELIVERY AND ORGANISATION OF THE DRUG EDUCATION PROGRAMME

"Children are influenced by their peers, their parents, youth culture, the media and others - but education, in particular through the schools, has a key role to play in ensuring that young people know the risks of drug taking and have the knowledge and skills to resist."

(Drug Prevention and Schools: DFE 1994)

Organisation and Resources

- 1 Years 8 and 9 will follow the 'Chrysalis' Programme for Drug Education ~ 12 weeks.
- 2 Year 10 - Chrysalis Programme - Drug Education
- SHAHRP Programme - School Health & Alcohol Harm Reduction Project
- Case Project - with PSNI - deals with aspects of law in relation to drugs
- 3 Year 11 will follow the syllabus for Learning for Life and Work module - see page 18 - 24.
- 4 The Personal Development programme will take into account the age and perceived maturity of the pupils in each year group.
- 5 Resources and materials included will reflect the recommendations and guidelines from the Department of Education.
Additional resources available are:
 - Insync (KS3)
 - SHAHRP Prog 2 (KS4)

Sensitive Issues

- 1 Care is needed where pupils may come from homes where parents or elder brothers and sisters may have experience of drug misuse or where drug misuse is prevalent in the local community surrounding the school.
- 2 Where a pupil discloses to a teacher that he or she is taking drugs the teacher should make clear to the pupil that he or she can offer no guarantee of confidentiality given the seriousness of drug misuse. A teacher might point to sources of confidential information and advice or to treatment and rehabilitation services to help those who are misusing illegal drugs to stop.

OUTSIDE AGENCIES

Saintfield High School may use outside agencies to help deliver the drug education programme if the teacher 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 her approval for the use of the outside agency.
- The staff from the agency have been vetted in relation to Child Protection.
- The agency is familiar with the School's drug policy and is prepared to adhere to it.

- Outside agencies will be asked to complete the External Agencies Form – Appendix 10

YEARS 8 - 10 ~ THE CHRYSALIS PROGRAMME

What is the Chrysalis Programme?

Chrysalis is a personal development education programme with an emphasis on substance misuse prevention, developed through a multi-agency partnership. The project aims to actively engage young people, parents and teachers in exploring preventative issues, and to work towards developing positive attitudes, values, skills and approaches that will assist young people in dealing with an ever increasing culture of drug misuse. The programme supports the personal development strand in Learning for Life and Work at Key Stage 3.

The Chrysalis Programme re-emphasises the priority stressed by the Northern Ireland Drug and Alcohol Strategy of the need for co-ordinated programmes of preventative drug education for young people. The programme is supported by the provision of training and information for teachers and parents.

The Spirit and Ethos of Chrysalis

There are no easy answers to preventing young people using or mis-using drugs. What is needed is a holistic approach which utilises a diverse range of learning strategies and recognises young people's individual differences, experiences and circumstances.

The Chrysalis Programme is essentially Person-Centred

- It places relationships at the heart of the learning process.
- It accepts the unique and intrinsic value of each individual pupil.
- It recognises that learning requires an emotional connection.
- It recognises that pupils do not learn in a vacuum. Family, community and society at present the context for learning.
- It is non-directive and non-judgemental.
- It recognises that learning is a participative and collaborative process wherein the expert/recipient role is replaced by an equitable partnership between teacher and pupil.

YEAR 11 AND YEAR 12

Personal Development

This area of study gives students the opportunity to:

- Develop a deeper understanding of their own personal development; and
- Assess and learn how to manage the challenges that they may face throughout life.

Content	Learning Outcomes
<p>Maximising and sustaining health and well-being</p> <p>Concept of self</p> <p>Building and maintaining healthy relationships</p> <p>Recognising, assessing and managing risk</p> <p>Understanding the roles and responsibilities of parenting</p> <p>Developing competence as discerning consumers</p>	<p>Students should be able to demonstrate knowledge, understanding and, where appropriate, skills in relation to:</p> <ul style="list-style-type: none"> • The contribution of diet, exercise and attitude to health and well-being; • The risks associated with alcohol, cigarette and substance abuse and other unhealthy lifestyle choices; • Identifying personal strengths and weakness; • Setting targets and working towards goals; • The ability to withstand external pressures that jeopardise health and well-being, future career prospects, family and other close relationships; • The positive factors that contribute to the development and maintenance of healthy relationships in families, amongst a peer group and in sexual relationships, for example commitment, mutual respect and willingness to accept responsibility for actions; • The risks and benefits for a young person with regards to: <ul style="list-style-type: none"> - parents - peer group - school; and - the media • The challenges faced by young parents, for example: <ul style="list-style-type: none"> - emotional issues; - the financial issues; and - career prospects; and • The advantages and disadvantages of consumer choices and managing a budget, for example issues of: <ul style="list-style-type: none"> - quality versus price; - cash versus credit; - buy versus rent; and - new versus second hand.

SECTION 5

Links With Parents, The Community And The Police

Parents

Parents play a vital role in the prevention of drug misuse. They should be aware of the school drug policy and they should be involved fully in the education of their child. The parent panel is involved in the planning of the school drug prevention policy. This is especially so with the drug education programmes. Parents are encouraged to play an active role in homework tasks, and discuss drug issues with their child particularly in Year 8. Parents are also aware of the school's procedures for dealing with drug related incidents.

Local Community

The school will endeavour to work closely with the local community to help reduce the number of drug related incidents.

Police

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

The Community and Schools Involvement Officer offers advice and support when it is needed.

- Constable Sarah Love
Newcastle Station
02843 728342

SECTION 6

The Role Of Key Staff - The Designated Teacher For Drugs, the Principal and the Board of Governors

The Designated Teacher, Mrs Irwin/Deputy Designated Teacher Miss Hynds are responsible for the co-ordination of the arrangements to deal with individual cases of suspected or actual drug misuse. Their role includes:

- Implementing procedures as outlined in this policy for dealing with an incident.
- Receiving any substance found in school.
- Liaison with the Principal on any drug related incident.
- Regularly updating teaching and non-teaching staff on the policy and the procedures for dealing with a drug related incident.
- The induction of new staff as appropriate.
- Liaison with the drug education co-ordinator and staff who have responsibility for pastoral care and delivery of the drug education programme.
- Liaison with outside agencies in relation to drug related incidents.
- Receiving and updating the school drug policy, when required.
- Completing an incident report form.

The Principal, Ms Watt is responsible for ensuring that correct procedure is followed. The Principal should:

- Determine the circumstances surrounding the incident.
- Ensure that the following people are informed where relevant:
 - Parents/guardians;
 - Community and Schools Involvement Officer (CSIO)
Constable Sarah Love (02843 728342)
 - Chairperson of the School's Board of Governors;
 - Designated Officer in S.E.E.L.B. – Kim Scott, telephone 02890 566407;
- Agree pastoral and disciplinary responses including counselling services/support;
- Forward a copy of the incident report form to the chairperson of the Board of Governors and the designated officer within the S.E.E.L.B.
- Review procedures and amend, if necessary.

The Board of Governors have the responsibility to foster and support the development and on-going review of the policy and education programme.

- The Chairman will be fully informed of any incidents and may be part of future disciplinary procedures;
- The Chairman may be involved if necessary with media enquiries or statements;
- One member of the Board of Governors will have undergone Drugs Education Training by SEELB.
- Ensure the policy is published in the school prospectus.

SECTION 7

Monitoring and Evaluating

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

All new staff are familiarised with it.

The policy is available to parents on receipt of a written request.

A questionnaire to parent panel, pupil student voice and staff is used as part of the monitoring and evaluation of the policy.

Feedback from the CSIO taking courses in the school is another means of monitoring and evaluation.

PROCEDURES FOR HANDLING ALCOHOL MISUSE

The school premises are an alcohol free zone. The school does not allow any alcohol to be brought onto or consumed in school premises. This applies to visitors, staff and pupils.

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

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

PROCEDURES FOR HANDLING TOBACCO MISUSE

The school is a restricted environment with no-one being permitted to smoke on the school premises except in a designated smoking area. This is currently under review. The area is for staff only and visitors are not permitted to smoke whilst in the building.

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

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

THE MANAGEMENT OF PRESCRIBED MEDICINES

At the start of the school year, parents must complete a medical form indicating any medical illness their child has. The parent is also advised that the school will not, as a matter of course administer medicine to a pupil. If an emergency arises, the parent will be contacted and permission sought if necessary.

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

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

THE MANAGEMENT OF SOLVENTS

- Pupils are not permitted to bring solvents into school. Pupils *are* permitted to bring felt tip and Tippex pens to school.
- Aerosol sprays of any kind are not allowed in school. For example, when showering after PE, roll-on types of deodorants should be used and not aerosols.
- All members of staff are responsible for the safe storage and usage of solvents in their classroom. Where possible they should be locked away when not in use. This includes white board markers, glues and paints. The cleaners and caretakers should also ensure that their stores are locked when not in use and that solvents are held in a secure place.

EMERGENCY FIRST AID PROCEDURES

**IN AN EMERGENCY SITUATION ALWAYS TRY TO SEND FOR EXTRA ASSISTANCE/SUPPORT IMMEDIATELY -
Eg Designated Teacher Drug Related Instances, Mrs Irwin, or a member of the School's nominated First Aid Team.**

Emergency First Aid

Dealing with a suspected drugs casualty:

Unconscious

- Stay calm
- Check mouth is free of obstruction and air-way is clear.
- If necessary pull tongue forward
- Loosen clothing and neck-line
- Place casualty in recovery position (see next page)
- Dial 999 ambulance
- Collect any evidence of what has been taken eg pills, syringes, vomited material.

Conscious

- If restraint is necessary, follow correct procedures
- Make sure they do not wander off and injure themselves
- Sit them in a quiet well-ventilated room
- Do not shout, threaten them or attempt deep discussions about drug use
- Talk quietly and calmly
- If distressed, calm and reassure them
- If necessary administer first aid.

Parents will be contacted as soon as possible.

THE RECOVERY POSITION

- 1 Kneeling beside the casualty, tilt her head and lift her chin to open the airway. Making sure that both her legs are straight, place the arm nearest you out at right-angles to her body, elbow bent, with the palm of the hand uppermost.
- 2 Bring the far arm across the chest and hold the hand against the casualty's cheek, palm outwards. With your other hand, grasp the farther thigh and pull the knee up, keeping the foot on the ground.
- 3 Keeping the casualty's hand pressed against the cheek with one hand, pull her towards you with the other at the leg.
- 4 Tilt the head back to make sure the airway remains open. Adjust the hand, if necessary, so that the head is well supported. Adjust the uppermost leg so that both the hip and the knee are at right-angles. Check breathing and pulse regularly.

Emergency Procedures

The following is the current best advice of what to do if someone is in difficulty as a result of misusing drugs.

Reproduced from 'Illicit Drug Use in Northern Ireland - A Handbook for the Professionals' (2000) with the kind permission of the Health Promotion Agency for Northern Ireland.

- It is important to find out what has been taken as this could affect emergency aid, for example, it will help the ambulance crew.
- If the person has taken a depressant drug, for example, solvents, alcohol, sleeping pills, 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 getting them to walk if possible, talking to them, or applying a cool damp cloth or towel to the back of their neck. They should not be given 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 airway if blocked, loosen clothing and call for an ambulance immediately. Keep checking on any changes to pulse and breathing rates. Appendix 2 explains the recovery position.
- If they stop breathing, begin mouth-to-mouth resuscitation. 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 out loud slowly. If hyperventilation occurs - that is they can't control their breathing - get them to breathe in and out of a paper bag - if there is one available (not a plastic bag).
- If the person has taken LSD, they should be supervised in a darkened, quiet room to avoid sensory stimulation.
- 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 drugs and that the effects 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. This may take a long time depending on amount taken. If they show no signs of becoming calmer or they become hysterical, take them to hospital - explain calmly to the person what is happening - this will help decrease any feelings of panic.

RECOGNISING DRUG USE

Recognising drug use

(Reproduced from 'Illicit Drug Use in Northern Ireland - A Handbook for Professionals' designed and produced by the Health Promotion Agency for Northern Ireland - January 1996 pages 18-22 Section 4).

The recognition of current drug use is a major issue for many professionals who work with young people. There is also the issue of identifying those young people who may be at increased risk of illicit drug use.

This can be divided into four areas:

- physical signs
- behavioural signs
- discovering drug taking paraphernalia
- risk factor analysis.

Physical signs

these can differ depending on the type of drug taken, for example, stimulant or hallucinogenic. Below are some of the physical signs related to those drugs used illicitly in Northern Ireland. There is also information concerning heroin.

Stimulant drugs (amphetamines, butyl nitrite cocaine) can bring about:

- increased pulse rate
- increased blood pressure
- agitation
- lack of coherent speech or talkativeness
- dilated pupils
- loss of appetite
- damage to nasal passages (tendency to sniff)
- increased tendency to go to the toilet
- mouth ulcers
- fatigue after use.

Ecstasy

Ecstasy is sometimes referred to as an hallucinogenic stimulant. Its 'effects' will therefore include those listed for stimulants.

In addition it can cause:

- increased temperature;
- perhaps excessive sweating
- very dry mouth and throat
- jerky, unco-ordinated movements
- clenched jaws
- occasional nausea when first used
- fatigue after use, but also possibly some anxiety, depression and muscle pain.

Hallucinogens (LSD, magic mushrooms)

Effects can vary depending on nature of experience. They include:

- relaxed behaviour
- agitated behaviour
- dilation of pupils
- unco-ordinated movements.

Cannabis

Cannabis can have the effect of a depressant or mild hallucinogen, depending on the amount taken and situated factors. The effects of taking cannabis include:

- tendency to laugh easily
- becoming talkative
- more relaxed behaviour
- reddening of eyes
- hunger.

If the drug is smoked, it produces a distinctive sweet smell.

Heroin

Heroin acts as a depressant. The effects of taking heroin include:

- slowing down of breathing and heart-rate
- suppression of cough reflex
- increased in size of certain blood vessels
- itchy skin
- runny nose
- lowering of body temperature
- sweating

Solvents

Solvents include glues, butane gas refills, aerosols, typewriting correcting fluids and thinners.

Signs of solvent misuse include:

- usual signs of intoxication
- possible odour on clothes and breath
- if using glue, redness around mouth and nose
- a cough
- possible stains on clothing etc depending on type of solvent used.

Behavioural signs

Drug use can often result in behavioural changes and to recognise them demands some prior knowledge of the person in order than an accurate comparison can be made.

Such changes can be both obvious or very subtle and may be due to some other reason totally unconnected with drug use.

Signs can include:

- efforts to hide drug use through lying, evasiveness and secretive behaviour
- unsatisfactory reasons for unexpected absences or broken promises
- more time spent away from home
- changes in friendships
- changes in priorities, including less concern with school work, training scheme or paid employment, less care of personal appearance, non-attendance at club or usual recreational/leisure haunts
- efforts to get money for drug use, ranging from saving dinner or allowance money, borrowing from friends and relatives and selling own possessions, stealing from friends and home and involvement in petty crime
- secretive telephone calls.

Detecting drug use through risk factor analysis
There is a suggestion that if there is a suspicion of drug use this can be further indicated or confirmed by looking for certain behavioural characteristics.

To a certain extent this is based on the work of Jessor and Jessor and others who have examined correlates associated with 'delinquent' behaviour such as drug misuse. Swabi suggests that the likelihood of drug taking can be assessed by looking for history or signs in the young person of:

- peer group drug use
- serious school misbehaviour
- other forms of 'delinquent' behaviour
- truancy
- conflict with parents

Weekly alcohol use and daily cigarette smoking are important additional factors or markers.

Other possible signs include:

- being very knowledgeable about drugs and the local drug scene
- a defensive attitude towards drugs and drug taking
- unusual outbreaks of temper
- absence from school, training scheme, college or work on days following attendance at discos/raves etc
- poor performance at school, work scheme or college.

These signs may often only become apparent in people who are using drugs on a regular basis. It can be difficult to see such signs in the experimental or casual drug user.

Drug-taking paraphernalia (items used for drug use)

Such objects which may indicate drug use include:

- small bottles, pill boxes
- twists of paper
- cigarette lighters
- spent matches
- aerosols, butane gas refills
- cigarette papers
- roaches (ends of rolled-up cigarettes)
- the drugs themselves

THE LAW IN NORTHERN IRELAND

All staff are aware of their responsibilities under the law. The law in Northern Ireland differs in certain aspects from elsewhere in the UK. The relevant pieces of legislation are 'The Misuse of Drugs Act 1971, Section 5 of the Criminal Law Act (Northern Ireland) 1967, and Powers of Arrest, Police and Criminal Evidence Order (NI) 1989.

If the Principal has reasonable grounds to suspect that drugs are being used or supplied on the school premises, she will inform the police immediately in order to avoid any liability as a 'manager or occupier' of premises.

The Law permits a member of staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a young person from harm and from committing the offence of possession. They should under no circumstance, try to analyse or identify it. If they suspect it to be LSD, they should wear gloves when handling it, to avoid ingestion through the skin. The staff member should take the suspected drug and any associated equipment as soon as possible to the designated teacher or Principal. She should arrange for its safe storage until it can be handed over to the Police.

MISUSE OF DRUGS ACT 1971

It is an offence under the Misuse of Drugs Act 1971:

- (i) to supply or offer to supply a controlled drug to another in contravention of the Act;
- (ii) to be in possession of, or to possess with intent to supply to another, a controlled drug in contravention of the Act, it is a defence to the offence of possession that, knowing or suspecting it to be a controlled drug, the accused took possession of it for the purpose of preventing another from committing or continuing to commit an offence and that as soon as possible after taking possession of it he took all such steps as were reasonably open to him to destroy the drug or to deliver it into the custody of a person lawfully entitled to take custody of it;
- (iii) for the occupier or someone concerned in the management of any premises knowingly to permit or suffer on those premises the smoking of cannabis: or the production, attempted production, supply, attempted supply, or offering to supply of any controlled drug.

The offences listed above are arrestable offences.

Section 8. A person commits an offence if, being the occupier or concerned in the management of any premises, he knowingly permits or suffers any of the following activities to take place on those premises, that is to say:

- (a) producing or attempting to produce a controlled drug in contravention of section 4 (1) of this Act;

- (b) supplying or attempting to supply a controlled drug to another in contravention of section 4 (1) of this Act or offering to supply a controlled drug to another in contravention of section 4 (1) of this Act;
- (c) preparing opium for smoking;
- (d) smoking cannabis resin or prepared opium.

CRIMINAL LAW ACT (NORTHERN IRELAND) 1967

Section 5. Failing to give Information. Where a person has committed an arrestable offence, it shall be the duty of every other person who knows or believes:

- (i) that the offence or some other arrestable offence has been committed; and
- (ii) that he has information which is likely to secure, or to be of material assistance in securing, the apprehension, prosecution or conviction of any person for that offence;

to give that information, within a reasonable time, to a constable and if, without reasonable excuse, he fails to do so then that person is committing an offence.

This places an onus on individuals to inform a constable.

POWERS OF ARREST - POLICE AND CRIMINAL EVIDENCE (NORTHERN IRELAND) ORDER 1989

Art. 26(4) - Any person may arrest without warrant anyone who is, or whom he with reasonable grounds suspects to be, guilty of the offence.

Art 26(5) - Where an arrestable offence has been committed, any person may arrest without warrant anyone who is, or whom he with reasonable grounds suspects to be, guilty of the offence.

These powers of arrest are available to non-police and, as the following drug offences fall within the definition of Arrestable Offence, are available for use in such circumstance.

- (1) Possession of Controlled Drugs
- (2) Possession of Controlled Drugs with Intent to Supply
- (3) Supply of Controlled Drugs

NB: The above information is advisory only and does not represent legal opinion.

Current Issues

Changes to the Law in Northern Ireland:

Re-classification of cannabis, magic mushrooms -

Cannabis as from January 2009 is a Class B drug. This means the maximum penalty for supplying, dealing or producing is 14 years; for possession 5 years.

A young person in possession of cannabis will be arrested and taken to the police station, where they can receive a reprimand, final warning or charge depending on the seriousness of the charge.

Liberty Cap mushrooms ('Magic Mushrooms') in any state, are classified as Class A drugs.

New age restrictions for sale of tobacco

As from September 1 2008, it is illegal to sell tobacco products to anyone under the age of 18 (an increase from 16) in Northern Ireland. This includes cigarettes, cigars, tobacco, pipes and rolling papers.

Smoking in public places

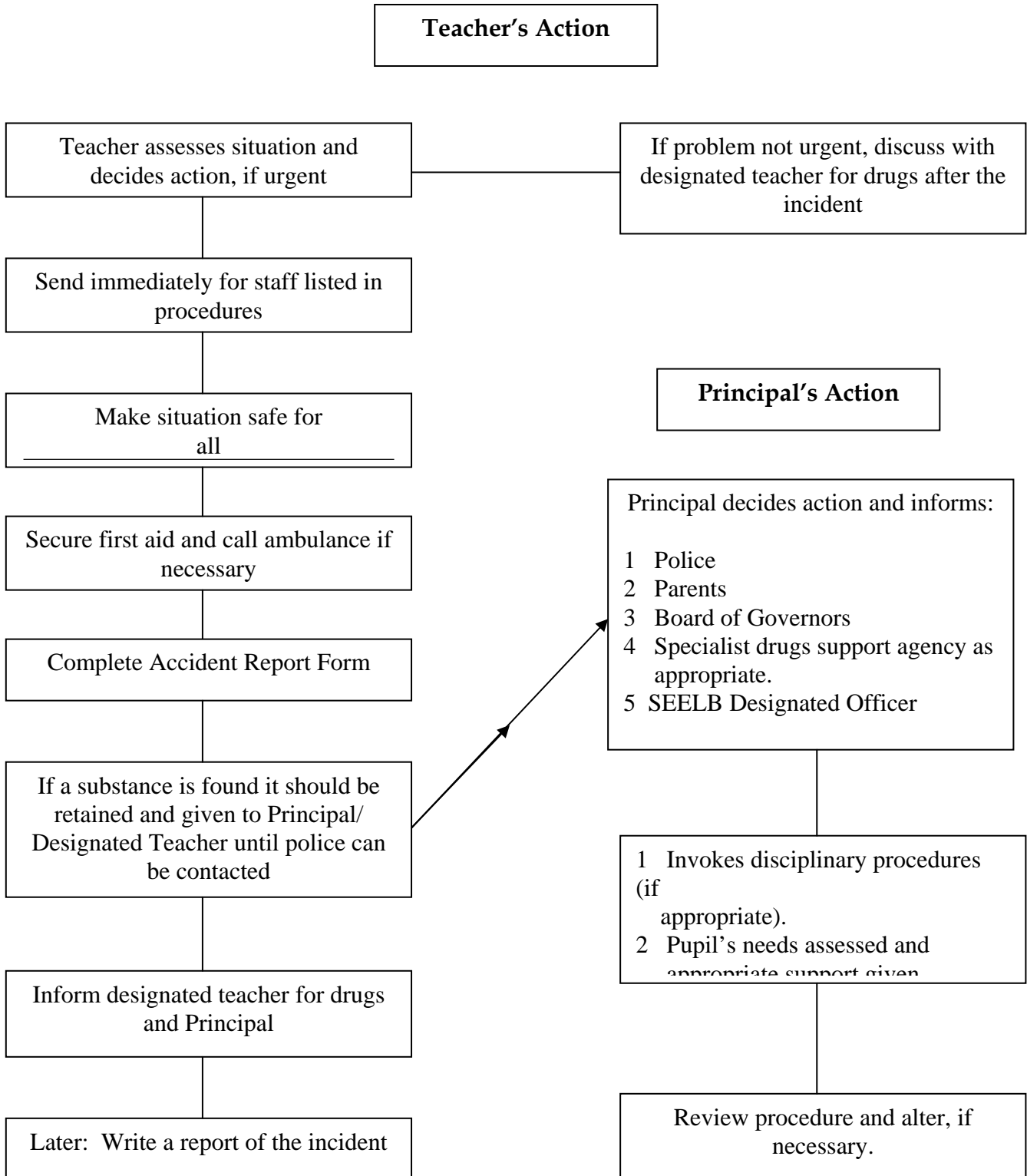
From 30 April 2007, it is against the law to smoke in any public place, with the exception of hotel bedrooms, care homes/hospices and prisons (ref. Smoking (NI) Order 2006).

Underage drinking/confiscation powers

Underage drinking/confiscation - the PSNI can confiscate alcohol from under 18s in a public place.

FLOWCHART AND SUMMARY FOR HANDLING INCIDENTS

Action to be taken in the event of a suspected incident of drug misuse where the designated teacher for drug issues is not the Principal.



CONFIDENTIAL

SAINTFIELD HIGH SCHOOL



Drugs-related Incident Report Form

1 Name of Pupil/Young person _____ DOB _____
Address _____
School/Youth Club _____

2 Date of Incident _____ Reported by _____
Time of Incident _____ Location of Incident _____

3 First Aid given YES/NO Administered by _____
Ambulance/Doctor Called YES/NO Time of Call _____
Drug Involved (if known) _____ Sample Found _____

4 Parent Informed YES/NO Date _____ Time _____
By whom _____

5 Where sample retained _____ or
Date Sample Destroyed _____ Time _____
Witnessed by _____

6 Police Informed YES/NO Date _____ Time _____
By _____ Name of Station/Officer _____

7 SEELB Drug Education Officer Informed YES/NO Date _____
Time _____ By Whom _____

8 Response - Disciplinary Pastoral Other response
Outline of details: _____

9 Form completed by _____ Date _____
Position _____
Countersigned by School Principal/Board Officer _____
Dated _____

APPENDIX 7

USEFUL CONTACT NUMBERS AND WEB SITES

Useful Contact Numbers And Websites

- | | |
|--|-------------------------------|
| • Advice and help can be obtained from the ‘National Drugs
free 24 hours confidential service | Helpline’ –
0800 776600 |
| • Eastern Drugs Co-Ordination Team | 02890 321313 |
| • Re-Solv (Help with solvent abuse) | 02890 702493
0808 800 2345 |
| • Youthline | 0808 808 8000 |
| • www.up-2-you.net | |
| • www.healthpromotionagency.org.uk | |
| • www.smokefree.co.uk | |
| • Breakthru | 0808 800 2020 |
| • Frank | 0800 776600 |
| • Drugs in schools’ Helpline | 0808 8000 800 |
| • ‘Dun Lewey Substance Advice Centre’ | 02890 611162 |
| • Contact Youth | 02890 457848 |
| • www.release.org.uk | |
| • www.nspcc.org.uk | |
| • Samaritans Helpline | 08457 909090
02890 664422 |
| • AA Centre number | 02890 434848 |
| • Al-Anon and Alateen | 02890 682368 |
| • ASCERT (Action on Substance through community education
and related training) | 02890 604422 |
| • Alcohol Outreach | 02890 432770 |
| • Smokers Helpline | 0800 858585 |
| • Community Addiction Team | 02891 512159 |
| • UCHT Adolescence Service | 02891 818518 |
| • UCHT Health Development | 02891 510182 |
| • North Down and Ards Drug and Alcohol Awareness Group | 02891 271322 |
| • The Link | 02891 462199 |
| • North Down YMCA | 02891 818945 |
| • Dunlewey Substance Advice Centre – North Down & Ards | 02891 818945 |

AVAILABLE RESOURCES**- Chrysalis Programme Yrs 8, 9 and 10****- Learning for Life and Work–Personal Development Programme Yr 11**

- Materials in PSHE booklets - Years 8, 9, and 10
- Drug Fact Booklets - *TACADE*
- Your Body, Your Life, Your Choice - *HPA*
- What do you know about drugs? - *HPA*
- Drugs and Solvents - A Guide for parents - *HPA*
- 'D Mag' and 'D Word' - Magazines - *ISDD*
- Health Education 13 - 18: *Forbes Publisher*
- Health and Self: *Forbes Publisher*
- Drugwise Drugfree: *Scottish Office*
- Smoke Screen: *NHS*
- Thinking About Drinking: *Freeway*
- Illicit Drug Use in Northern Ireland: *HPA*
'A Handout for Professionals'
- Up 2 You: *HPA*
- Lifelines Books 4 and 5: *John Foster*
- Issues Book 1, 2, 3, 4 and 5: *John Foster*
- Personal and Social Education: *Mary Gurney*
'An Integrated Programme 1 and 2'

VIDEOS

- Sorted - Leah Betts Story
- Drugwise - Drugfree
- BBC - Drug Education video
- Alcohol Abuse - 999 Lifesavers
- Channel 4 - three programmes on drugs
- BBC - Alcohol
- Panorama - Cannibals - What Teenagers Need to Know.

