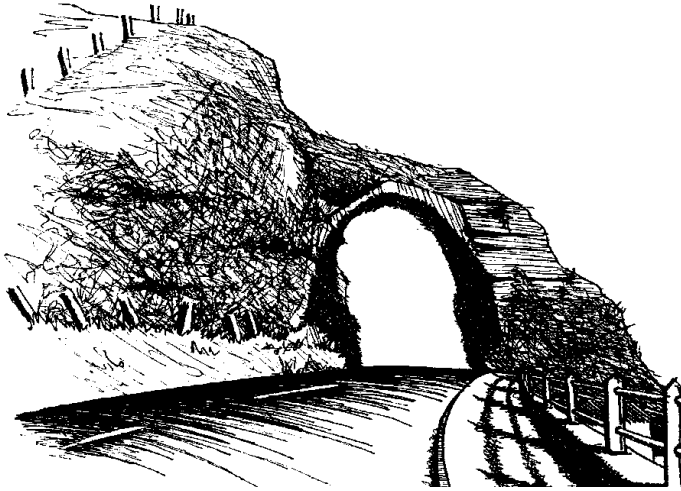


# St Patrick's Primary School, Glenariff



# Drugs Policy

Mr M. Dinsmore  
Principal

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Mrs M.R. Black  
Chairperson of the Board of Governors

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Policy Date: December 2025  
Review Date: December 2029

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## **St Patrick's Primary School Ethos**

Our school ethos is the foundation of everything we do - shaping our culture, guiding our decisions, and inspiring our community. It reflects who we are, what we stand for, and the kind of environment we strive to create for every child, every day.

This ethos was thoughtfully developed through a collaborative process involving pupil, parent, staff, and governor surveys; pupil and parent focus groups; dedicated staff development sessions; and guidance from the Catholic Schools' Support Service. Together, these voices helped shape a shared vision and set of values that truly represent our school community.

### Vision

At the heart of our ethos is our **vision**:

'A welcoming and nurturing community, where every child is guided by faith, feels a true sense of belonging, grows with confidence, flourishes through engaging teaching, and develops a lifelong love of learning'.

### Values

Our **Values** reflect what we believe in and how we live each day:

#### **Child-Centred**

Children are at the heart of our school - nurturing their wellbeing, independence, curiosity, and individuality.

#### **Healthy Relationships**

We build trusting, respectful relationships that support emotional wellbeing, collaboration, and lifelong friendships.

#### **Inclusive**

We grow together as a welcoming, inclusive school community where everyone feels they belong and contributes positively.

#### **Lifelong Learners**

We empower every child to reach their potential, celebrate their successes, and persevere through challenges.

#### **Devoted to Kindness & Compassion**

We treat others with care, empathy, fairness and understanding, creating a safe and supportive environment.

## Mission

At our school, we are a welcoming and nurturing community where everyone is guided by faith and feels a true sense of belonging.

Every child is valued, supported, and encouraged to grow in confidence, kindness and curiosity. Through supportive teaching and strong relationships, we help children flourish - celebrating their uniqueness, nurturing their wellbeing, and guiding them to achieve their full potential.

## Motto

And our **Motto** captures the essence of our commitment:

**‘Every Child Matters, Every Moment Counts.’**

Together, these elements form a living ethos - one that is felt in our classrooms, our playgrounds, and our relationships. It is a promise to our children, families, and staff that we will continue to grow as a community rooted in faith, compassion, and excellence.

## **Rationale**

Children and young people are exposed to messages about drug abuse from an early age. Their exposure to the use and misuse of drugs may come through parents / guardians, older siblings, friends, television, the media and popular music. At St Patrick’s Primary School, we recognise that there has been a considerable increase in the abuse of drugs in recent years in Northern Ireland. Drug misuse appears to be affecting an ever-younger population and the so-called ‘recreational’ use of drugs can lead to a dangerous acceptance of illegal and harmful drug misuse as part of everyday life.

The policy provides a focus for the school to consider how drugs education should be implemented and developed within the curriculum, and outlines the roles, responsibilities and legal duties of key staff. The policy forms an integral part of our existing health education and personal and social education programmes.

Our Drugs policy draws specific attention to:

- Procedures for handling suspected incidents of drug abuse on the premises;
- The designated staff with responsibility for drug issues;
- The place of drugs education within the curriculum ;
- Links with parents, the community and PSNI ; and

- The management of solvents and other prescribed medicines in school.

The school Drugs Policy is a statutory document, in accordance with the guidance provided by the Department of Education for Northern Ireland in the following documents:

- DE Circular 2015/23 Drugs Guidance; and
- CEA Drugs Guidance for Schools in Northern Ireland (Revised Edition 2015)

<http://ceea.org.uk/downloads/docs/ceea-asset/Curriculum/Drugs>

### **Scope of the Policy**

This policy applies to all pupils, staff, volunteers, visitors, and activities on or off-site where the school has responsibility (including educational visits and residential). It covers education, prevention, management of incidents, and liaison with families and relevant authorities.

### **Definitions**

For this policy, drug or substance means any product that alters how the body works or how a person behaves, feels, sees, or thinks. This includes:

- Everyday substances (e.g., caffeine).
- Alcohol, tobacco, and related products (including e-cigarettes and nicotine replacement therapy).
- Medicines (prescribed and over-the-counter).
- Volatile substances (e.g., aerosols, glues, petrol, thinners).
- Controlled drugs (e.g., cannabis, ecstasy, amphetamines, heroin, cocaine).
- New Psychoactive Substances (NPS) formerly called “legal highs”\* (term now avoided as misleading).
- Other substances (e.g., nitrites “poppers”, unprocessed magic mushrooms).

\* The term ‘legal high’ is no longer used as it is misleading. The public perceived that ‘legal’ meant safe, but as these substances are not regulated there is no way of knowing what chemicals they contain.

### **Aims of the Policy**

While the rationale explains why this policy is necessary, this section sets out what we aim to achieve and how these objectives reflect our ethos. At St Patrick’s Primary School, we want every

child to feel safe, valued, and supported as they learn to make responsible choices. Our aims are not only about compliance with statutory guidance but about creating a culture of care and accountability where pupils can flourish.

Through clear expectations, consistent practice, and strong partnerships with families and the wider community, we seek to:

- To provide a clear statement of the school's view on drug education;
- To ensure a consistent approach from staff to drug education and in the handling of drug related incidents;
- To safeguard good practice in the future;
- To inform pupils of the effects of drug use and abuse;
- To provide a drug 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 related products, alcohol, e-cigarettes, volatile substances etc. within the context of a healthy lifestyle; and
  - Help pupils develop the skills necessary to assert themselves confidently and resist negative pressure and influences.
- To provide appropriate support and assistance for those pupils affected by drug-related issues;
- To inform parents / guardians 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.

### **Roles, Responsibilities and Legal Duties**

Clear roles and responsibilities ensure that our response to drug-related issues is consistent, lawful, and child-centred. Guided by our ethos, we act with compassion and accountability, prioritising pupil welfare while meeting statutory obligations. The following outlines the duties of all key stakeholders.

#### The Role of the Board of Governors

The school governors have responsibility for St Patrick's Primary School and will foster and support the development and on-going review of the Drugs Policy and education programme by collaborating with appropriate staff, pupils and parents / guardians.

They will facilitate the consultative process where the school community can respond and contribute to the effectiveness and quality of the policy and programme, which the governors will examine and approve prior to their implementation in school. They will ensure that the policy is referred to in the school prospectus and reviewed at regular intervals.

All governors should be fully aware of suspected drug-related incidents and their appropriate disciplinary response.

### The Principal

It is the principal's responsibility to determine the circumstances of all incidents, but it is the responsibility of the PSNI to investigate any criminal or suspected criminal offence.

In any suspected drug related incident, the principal must ensure that in any incident involving a controlled substance there is a 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 Principal should confine their responsibilities to:

- The welfare of the pupil(s) involved in the incident and the other pupils in the school.
- The health and safety during the handling, storage and safe disposal of any drug or drug-related paraphernalia, using protective gloves at all times.
- Informing the Board of Governors.
- Agreeing any appropriate pastoral or disciplinary response.
- Completing a written report and forwarding a copy to the Board of Governors and the Designated Officer in the Education Authority.
- Reporting the incident to the Education Authority if appropriate for example if an incident:
  - Is serious enough to require PSNI involvement.
  - Requires that a Child Protection procedure is involved, or leads to the suspension or expulsion of a pupil.

The Designated Teacher for Drugs – Principal: Mr M Dinsmore

The duties of the Designated Teacher will include the overview and co-ordination of the planning of curricular provision, in compliance with the statutory requirements and liaison with other staff responsible for pastoral care.

The Designated Teacher is responsible for the co-ordination of the school's procedures for handling suspected drugs-related incidents and the training and induction of these procedures with new and existing staff.

The Designated Teacher will act as a contact point for outside agencies that may have to work with the school or with a pupil(s). In the absence of the Designated Teacher a senior member of staff will be available.

It is the responsibility of the Designated Teacher for drugs to take possession of any substance(s) and associated paraphernalia found and complete a Drugs Incident Report Form (Appendix 1).

The Designated Teacher will follow the procedures outlined in the Handling Drugs Related Incidents (Appendix 2).

#### All Staff (Teaching and Non-Teaching)

Individual staff members are likely to be the first to encounter a suspected drugs related incident. It is not their responsibility to determine the circumstances surrounding the incident. However, they should deal with any emergency procedures, if necessary.

All staff should follow the following guidelines;

- Managing an Incident (Appendix 3)
- Recognising Signs of Substance Abuse (Appendix 4)
- Emergency Procedures (Appendix 5).

Any information, substance or paraphernalia received should be forwarded to the Designated Teacher for drugs. A brief factual report of the suspected incident should be forwarded to the Designated Teacher for drugs.

#### The Role of Parents / Guardians

All parents / guardians should be made aware that the school has a 'Drugs Policy' and how it applies to them and their children. Parents / guardians form part of the consultative process.

## **Drugs Education in the Curriculum**

Drugs education at St Patrick's Primary School reflects our ethos of creating a safe, nurturing environment where every child can flourish. It is delivered through the statutory area of Personal Development and Mutual Understanding (PDMU) and supported by our pastoral care programme, with links to Religious Education, Health Education, and Physical Education. Lessons are preventative, pupil-centred, and promote active learning to build confidence and resilience. The programme is planned by teachers as part of the curriculum and may include contributions from external specialists, such as advisers from the PSNI, to provide accurate and practical guidance. The programme is a preventative one and is pupil centred, delivered through active learning.

The aims of the programme are:

- To promote positive attitudes towards personal health.
- To inform pupils of the effects of drug use and abuse.
- To help pupils acquire skills to resist pressure.
- To build up the self-esteem of pupils.
- To help acquire decision-making and problem-solving skills that will empower them to take responsibility for their own health and safety.

Please see the document 'Content of Drugs Education Programme' for Primary 1 – Primary 7 (Appendix 6) for further information.

## **Responses in the Event of a Suspected Drugs-Related Incident**

Dealing with a suspected incident requires extreme sensitivity on the part of all those involved. All staff should be aware of the procedures for:

- Dealing with substances found on school premises (Managing an Incident Appendix 3).
- Finding / suspecting a pupil / adult of possessing / distributing an illegal substance (Handling Drugs Related Incidents (Appendix 2)).
- Pupils suspected of having taken drugs in school. (Recognising Signs of Substance Abuse Appendix 4).

These procedures are outlined in the 'CCEA Drugs Guidance for Schools in Northern Ireland (Revised Edition 2015) Section 3: Responding to Drug-related Incidents'

## **Illness, Unusual or Uncharacteristic Behaviour**

Young people's behaviour may be unpredictable and bizarre for many reasons during their time at school. Changes in behaviour may indicate a range of difficulties and problems and may be related to a medical condition, rather than substance misuse. It is however important to note that intoxication, physical collapse or unconsciousness can also result from initial experiment with drugs.

Staff should bring any indications of illness, unusual or uncharacteristic behaviour because of suspected substance misuse to the attention of the Designated Teacher for drugs. They should not make any judgement until they have determined the circumstances surrounding the incident. If staff believe a pupil may have taken a substance they suspect is a drug, they should seek medical assistance immediately after following recommended emergency procedures. The school must inform parents and the PSNI.

## **Taking Possession of a Suspected Controlled Drug and / or Associated Paraphernalia**

The law permits school staff to take temporary possession of a substance suspected of being a controlled drug to protect a pupil from harm and prevent the pupils committing the offence of possession. The member of staff should, using appropriate safety precautions, take the suspected substance and any associated equipment and / or paraphernalia to the Designated Teacher for drugs as soon as possible. They should arrange for its safe storage until the school can hand it over to the local PSNI officer to identify whether it is a controlled substance.

School staff should not attempt to analyse or taste an unidentified substance. An adult should be present when staff confiscate the substance, and the school will keep a record of the details using the Drug Incident Report Form (Appendix 1).

Procedures for taking possession are outlined within Handling Drug-related Incidents (Appendix 2).

## **An Allegation of a Suspected Controlled Drug-Related Incident**

### Carrying out a search

If the Designated Teacher for drugs receives an allegation of possession, they may need to search a pupil's desk or school bag, if they believe it contains unlawful items, including controlled drugs. However, teachers cannot search personal belongings under their desk or school bag without consent. Staff should only search the pupil's personal belongings, including school bag, coat and

other items with the pupil's consent. Staff should carry out this search in the presence of the pupil and another adult witness.

If the school suspects pupils of concealing controlled drugs on their person or in their personal belongings, staff should make every effort to encourage them to produce these substances voluntarily. Staff should ask pupils to turn out their pockets or schoolbags. A member of staff should never carry out a physical search of a pupil, unless there is compelling evidence that the pupil has committed an offence.

If staff recover a substance or object that they suspect has a connection with drugs, they should take possession of it and make a full record using the schools' Drug Incident Report Form (Appendix 1).

### Possession, Possession with Intent to Supply and Supply of Controlled Drugs

Schools must be aware that pupil involvement in suspected controlled drug-related incidents may take several forms. These could include:

- Possession
- Possession with intent to supply
- The supply of controlled drugs

It is illegal for pupils to be in possession of a controlled drug. If a member of staff comes across a pupil(s) in possession of what they believe or suspect to be a controlled drug, they should immediately attempt to take possession of the substance and escort the pupil(s) to the Designated Teacher for drugs who will deal with the incident as outlined in this school policy.

### **Staff Policy on Smoking and Alcohol**

St Patrick's Primary School is a smoke (including e-cigarettes) and alcohol-free zone.

### Procedures for Handling Alcohol Misuse

St Patrick's Primary School does not allow any alcohol to be brought onto or consumed in school premises. This applies to visitors, staff and pupils. An exception may be made for events organised and strictly controlled as part of a fundraising activity e.g. a wine and cheese run by the PTFA. Adults breaking this rule will be referred directly to the principal. 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.

For further information on Smoking and Alcohol please refer to the Health and Safety Executive's website ([www.hse.gov.uk](http://www.hse.gov.uk)) and the School's Smoke-Free Policy

### **The Management of Solvents**

A solvent will be determined as any volatile, strong smelling substance, such as adhesives, aerosols, Tipp-Ex thinners, nail varnish remover, cleaning agents, corrective fluids, gas lighter fuel, petrol or petrol based solutions, which may be inhaled for its intoxication effect. Such substances, whilst in use in school shall, if possible, be stored in a locked cupboard or other such area as is deemed by the teacher to be not easily accessible to pupils.

During lessons, materials such as glue will be the responsibility of the class teacher, who will ensure that adequate care is taken in the distribution, use and collection of these materials.

Pupils will not be allowed to carry or use aerosol deodorants while under school supervision. Where a deodorant is appropriate, only a roll-on one will be permitted. The school reserves the right to ban any brand of felt tip pens, glues, etc., which it feels are unsuitable for children. The security of cleaning materials will be a matter for the caretaker and will be carried out as directed in section 9 of the 'Health and Safety in Education Manual for Principals and Governors' (1996).

### **Confidentiality**

Should a pupil reveal any personal drugs information, which puts them or any other pupil at risk, this must be passed on to the Designated Teacher. Confidentiality can never be guaranteed, as we are responsible for all pupils in our school.

## **Disciplinary / Pastoral Care Responses**

The Principal will retain responsibility for deciding how to respond to a particular incident and will take into account factors such as:

- The age of the pupil.
- Does the pupil admit or deny the allegations?
- Is this the first or subsequent offence?
- Is the drug legal or illegal?
- Quantity of the drug involved.
- What was the pupil's motivation?
- Does the pupil know and understand the school policy and school rules?
- Where does the incident appear on a scale from possession of a small quantity to persistent supply?
- If illegal supply is suspected, how much was supplied and was the pupil coerced to buy for others, or is there evidence of organised or habitual supply?

At all times the needs of individual pupils will be considered and appropriate interventions and support mechanism will be put into place. Any sanctions imposed will be justified in terms of:

- The seriousness of the incident.
- The identified needs of the pupil, other pupils and the community.
- Consistency with published school rules.
- Consistency with disciplinary actions for breaches of the school rules (e.g. theft, violence and bullying).

## **Procedures for Using Outside Agencies**

Any visitor providing an input to the drugs education programme will be given a copy of the Drugs Policy. They will have a clear set of aims and objectives as well as a lesson plan. The teacher will view these to ensure they are appropriate and will remain in class with the visitor.

## **Links with Parents, the Community and the Police**

The Drugs Education programme is available to all parents upon request. St Patrick's Primary School endeavours to work closely with the local community to help reduce the number of drug related incidents.

The 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 school's PSNI Local Neighbourhood Policing Team Officers are Constable Kenny Hughes and Constable Robyn O'Connor. They will offer advice and support when it is needed.

### **Guidance for Confiscation and Storage of Harmful Substances**

Any confiscated drugs or drug-related items should be given to the principal for storage in a locked cabinet in the Principal's office and then given to the PSNI.

### **Guidance on the Administration of Medication in School**

Please refer to the school policy on the Administration of Medications.

Medication will only be given on school trips and / or residential trips if the parent / guardian has signed a consent form. If the child needs any other medication, he/she will be taken to the nearest hospital.

### **Related Policies**

The Drugs Policy at St Patrick's Primary School is supported and strengthened by a range of related policies that reflect our commitment to safeguarding, inclusion, health, and lifelong learning. Together, these policies work in harmony to create a safe, nurturing environment where every child is valued, supported, and empowered to flourish in all aspects of their development.

This policy is supported by the following policies:

- Addressing Bullying Policy
- Administration of Medicines Policy
- Code of Practice on Reporting Malpractice (Whistleblowing) Policy
- Complaints Procedure Policy
- E-Safety and ICT Policy
- First Aid Policy
- Health and Safety Policy

- Mental Health and Emotional Wellbeing Policy
- Parental Code of Conduct Policy
- Pastoral Care Policy
- Positive Behaviour Policy
- Pupil Attendance Policy
- Relationships and Sexuality Education (RSE) Policy
- Religious Education Policy
- Safe Handling and the Use of Reasonable Force Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Inclusion Policy
- Smoke Free Policy
- Staff Code of Conduct Policy
- Transition Policy

### **Monitoring and Evaluation**

This policy will be reviewed every four years and / or after any drug related or suspected drug related incident to see if any improvements can be made.

A scheduled formal review is due December 2029 (with interim reviews conducted earlier if required).

### **Drugs Policy: Appendices**

Appendix 1: Drugs Incident Report Form

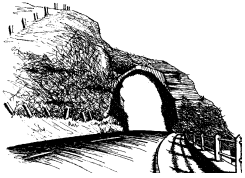
Appendix 2: Handling Drug Related Incidents

Appendix 3: Managing an Incident

Appendix 4: Recognising signs of Substance Abuse

Appendix 5: Emergency procedures

Appendix 6: Drug Related Programme for Primary 1 - Primary 7



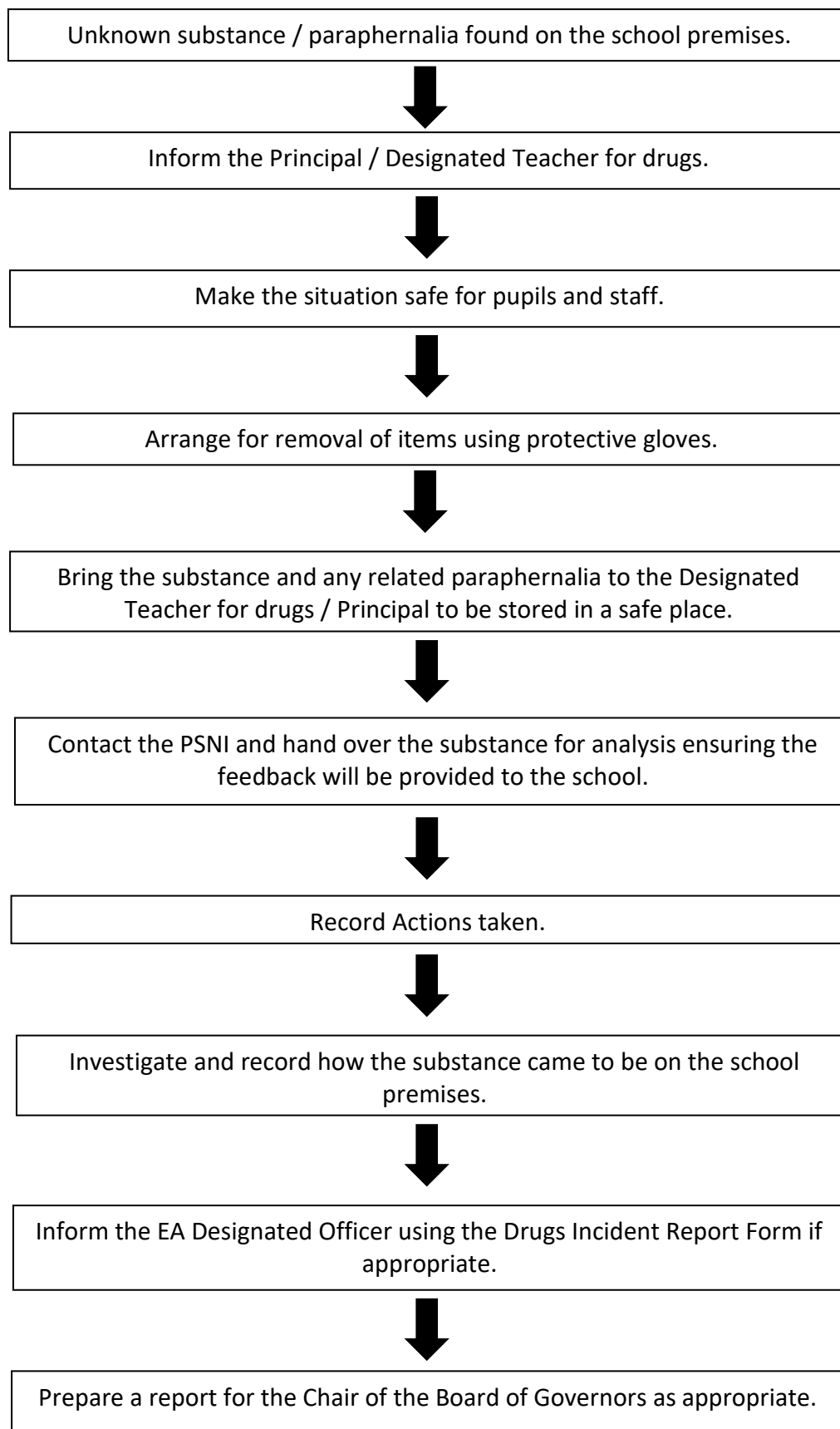
Drugs Incident Report Form

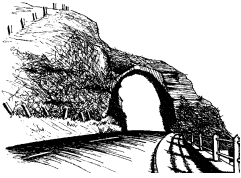
1	Name of Pupil: _____ DOB: _____ Address: _____ _____ _____
2	Date of Incident: _____ Reported by: _____ Time of Incident: _____ Location of Incident: _____ _____ _____
3	First Aid Given: YES / NO Administered by: _____ Ambulance / Doctor called: YES / NO Time of call: _____
4	Parent / Guardian informed: YES / NO Date: _____ Time: _____
5	Where substance(s) retained: _____ OR Date passed to PSNI: _____ Time: _____
6	PSNI Informed: YES / NO Date: _____ Time: _____
7	Education Authority Designated Officer informed: YES / NO Name of EA Officer: _____ Date: _____ Time: _____
8	Form completed by: _____ Date: _____ Position: _____



**ST PATRICK'S PRIMARY SCHOOL****Drugs Policy: Handling Drugs - Related Incidents**

Finding a suspected substance or drug-related paraphernalia on or close to the school premises.





## ST PATRICK'S PRIMARY SCHOOL

### Managing an Incident

#### Individual Staff Members should:

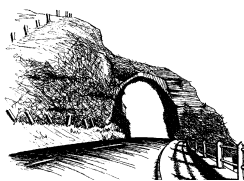
- Assess the situation and decide the actions.
- Make the situation safe for all pupils and other members of staff, secure first aid and send for additional staff support, if necessary.
- Carefully gather up any drugs and/or associated paraphernalia or evidence and pass all information or evidence to the Designated Teacher for drugs.
- Write a brief factual report of the incident and forward it to the Designated Teacher for drugs.

#### The Designated Teacher for drugs should:

- Respond to the first aider's advice or recommendations.
- Inform parents / guardians immediately, in the case of an emergency.
- Take possession of any substance(s) and associated paraphernalia found.
- Inform the Principal
- Take initial responsibility for pupil(s) involved in the suspected incident.
- Complete a Drugs Incident Report Form, and forward it to the Principal.

#### The Principal should:

- Determine the circumstances surrounding the incident.
- Ensure that the following people are informed:
  - Parents / Guardians
  - Designated Officer in the local PSNI
  - Board of Governors
  - Designated Officer in the EA
- Consult and agree pastoral and disciplinary responses, including support.
- Forward a copy of the Incident Report Form to the Chairperson of the Board of Governors and the Designated Officer in the EA.
- Review procedures and amend if necessary.



## ST PATRICK'S PRIMARY SCHOOL

### Recognising Signs of Substance Abuse

The following guidance can be found in 'CCEA Drugs Guidance for Schools in Northern Ireland (revised Edition 2015)' page 42

#### What to look out for:

#### If someone is having a bad time on drugs, they may be:

- Anxious
- Tense
- Panicky
- Overheated and dehydrated
- Drowsy
- Having difficulty breathing

#### What to do:

#### The first things you should do are:

- Stay calm.
- Calm them down and be reassuring, don't scare them or chase after them.
- Try to find out what they have taken.
- Stay with them.

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

- Sit them in a quiet and calm room.
- Keep them away from crowd, bright lights and loud noises.
- Tell them to take slow deep breaths.
- Stay with them.

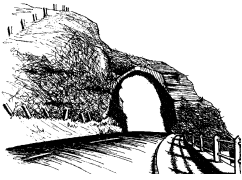
#### If they are really drowsy, you should:

- Sit them in a quiet place and keep them awake.
- If they become unconscious or don't respond, call an ambulance immediately and place them in the recovery position.

- Don't scare them, shout at them or shock them.
- Don't give them coffee to 'wake them up'.
- Don't put them in a cold shower to 'wake them up'.

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

- Immediately phone for an ambulance.
- Place them in the recovery position.
- Stay with them until the ambulance arrives.
- If you know what drug they have taken, tell the ambulance crew; this can help make sure they get the right treatment straight away.



## ST PATRICK'S PRIMARY SCHOOL

### Drugs Policy: Emergency Procedures

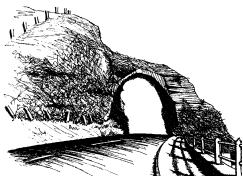
The following guidance can be found in 'CCEA Drugs Guidance for Schools in Northern Ireland (revised Edition 2015)' page 44

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

- It is important to find what they have taken as this could affect emergency aid, for example, it will help the ambulance crew. Loosen clothing and call for an ambulance immediately.
- If the person has taken a depressant substance, for example solvents, alcohol, sleeping pills or painkillers, it is likely that they will be drowsy or unconscious. If the person is drowsy, it is important to try and keep them awake by talking to them or applying a cool damp cloth or towel to the back of their neck. You should not give them anything to eat or drink as this could lead to vomiting or choking.
- If they are or become unconscious, put them into the recovery position, clear their airway if blocked and keep checking on any changes to pulse and breathing rates.
- If they stop breathing, begin mouth-to-mouth resuscitation, starting with chest compressions. (If you have not been trained in CPR or are worried about giving mouth-to-mouth resuscitations to a stranger, you can do chest compressions only (or hands-only CPR). Stay with the person until the ambulance crew arrive and give them the facts, including what the person has taken. This is very important as it could save his or her life.
- If the person has taken a stimulant, such as amphetamines (speed) or ecstasy, they may show various signs of distress. If the person is panicking, try to reassure them. It is important that they calm down and relax. Get them to breathe in and out, deeply and slowly. Help them by counting aloud slowly. If they start to hyperventilate - that is they can't control their breathing - ask them to breathe in and out of a paper (not plastic) bag, if there is one available.

- If the person has taken hallucinogen, such as LSD, magic mushrooms or cannabis in combination with ecstasy, they may become very anxious, distressed and fearful. They may act in an unusual way. It is very important to reassure the person - tell them that you will look after them, that they are in no danger, that it is the effects of the substance and that these will soon wear off. You may want to take them to a quiet place, keep other pupils away and continue to reassure them. Just stay with them and talk calmly to them until the ambulance arrives

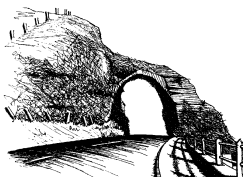




ST PATRICK'S PRIMARY SCHOOL

Contents of Drugs Education Programme

Primary 1	Primary 2	Primary 3	Primary 4	Skills, Values & Attitudes
<p><b>Knowledge and Understanding</b></p> <p>Being aware of how to care for his/her own body in order to keep it healthy and well.</p> <p>Explore appropriate personal safety strategies and identifying situations that are safe and those where personal safety may be at risk.</p> <p>Understand that many substances can be dangerous, for example, never touch, taste or smell unknown substances.</p> <p>Know the rules that apply when taking medicines.</p> <p>Show independence and know when to seek help.</p>	<p><b>Knowledge and Understanding</b></p> <p>Being aware of how to care for his/her own body in order to keep it healthy and well.</p> <p>Explore appropriate personal safety strategies and identifying situations that are safe and those where personal safety may be at risk.</p> <p>Understand that many substances can be dangerous, for example, never touch, taste or smell unknown substances.</p> <p>Know the rules that apply when taking medicines.</p> <p>Show independence and know when to seek help.</p>	<p><b>Knowledge and Understanding</b></p> <p>Basic information about how the body works and 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>Recognise and begin to appreciate a lifestyle which is both healthy and safe.</p> <p>Know about the harmful effects to themselves and others of tobacco, alcohol, solvents and other illicit and illegal substances.</p>	<p><b>Knowledge and Understanding</b></p> <p>Basic information about how the body works and 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. Know about the harmful effects to themselves and others of tobacco, alcohol, solvents and other illicit and illegal substances.</p> <p>Recognise and begin to appreciate a lifestyle which is both healthy and safe.</p>	<p><b>All Skills, attitudes and values should be inherent throughout the curriculum in Foundation Stage and Key Stage 1</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Personal likes and dislikes.</li> <li>• Being friends with others.</li> <li>• Communicating feeling and concerns about illness and taking medicines.</li> <li>• Following simple safety instructions. For example, actions which pupils need to take to keep themselves and others safe.</li> <li>• When and how to get help from adults.</li> <li>• Knowing how and why to say 'No'.</li> </ul> <p><b>Attitudes and Values</b></p> <ul style="list-style-type: none"> <li>• Respect and caring for oneself and valuing the uniqueness of one's own body.</li> <li>• Respect and caring for others.</li> <li>• Realising that it is sometimes appropriate and important to say 'No'.</li> <li>• Realising that adults or older children are not always 'friends'.</li> </ul>



## ST PATRICK'S PRIMARY SCHOOL

### Contents of Drugs Education Programme (continued)

Primary 5	Primary 6	Primary 7	Skills, Values & Attitudes
<p><b>Knowledge and Understanding</b></p> <p>More detailed information about the body, how it works and how to keep it healthy.</p> <p>School rules relating to medicines, alcohol tobacco, solvents and other drugs.</p> <p>Dangers from handling discarded drug-related equipment.</p> <p>People who can help pupils when they have questions and concerns.</p> <p>Awareness of harm caused by passive smoking. Recognise the reasons why smokers do not smoke in cars with other passengers and smoking is banned in public spaces. (school signage -no smoking at school gate).</p>	<p><b>Knowledge and Understanding</b></p> <p>More detailed information about the body, how it works and how to keep it healthy.</p> <p>School 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 lifesaving 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 risk of drug taking.</p> <p>Identifying and understanding pressures and influences.</p> <p>Simple first aid.</p>	<p><b>Knowledge and Understanding</b></p> <p>More detailed information about the body, how it works and how to keep it healthy.</p> <p>School 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 lifesaving 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 risk of drug taking.</p> <p>Dangers from handling discarded drugs-related equipment.</p> <p>Introduction to the law relating to the use of illegal and legal 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><b>All Skills, attitudes and values should be inherent throughout the curriculum in all three years of Key Stage 2</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Personal strengths and weaknesses</li> <li>• Handling social relationships.</li> <li>• Expressing and communicating feeling and concerns about drugs and their use.</li> <li>• Identifying risk</li> <li>• Coping with peer influences.</li> <li>• Communicating with adults.</li> <li>• Making informed and healthy choices and knowing the consequences of actions.</li> <li>• Keeping safe; giving and getting help.</li> </ul> <p><b>Attitudes and Values</b></p> <ul style="list-style-type: none"> <li>• Valuing oneself and other people.</li> <li>• Attitudes towards the use of alcohol and tobacco within the home and wider society.</li> <li>• Parents / Guardians' and teacher's reactions to drugs and their use.</li> <li>• Attitudes and beliefs about different drugs, the people who use/misuse them and why they use them.</li> <li>• Respond to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs.</li> </ul>