POLICY

SULLIVAN UPPER SCHOOL

June 2026

DRUGS POLICY

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1. SCHOOL ETHOS AND VALUES

Sullivan Upper School's motto is '*lamh foisdineach an uachtar*' which translates from Irish as *'the gentle hand foremost'*. This motto embodies the aims of the school to:

- protect and nurture all pupils;
- be inclusive and welcoming;
- support and encourage pupils to realise their full potential;
- recognise the virtue of gentleness in dealing with others.

Based on these aims the school's ethos and values are:

- to provide the best possible education for all pupils, regardless of race, gender, background or religious denomination;
- to provide a rich, varied and relevant education for all pupils with access to a curriculum which is as broad and balanced as possible;
- to empower all pupils to realise their potential and to prepare them effectively for the challenges and responsibilities of adult life;
- to present a strongly academic character and to place a high value on academic excellence and achievement;
- to promote mutual respect and good relations between all people - pupils, staff, parents, governors and alumni;
- to operate within the context of strong, supportive pastoral care and a clear framework of expected behaviour. Self-discipline is promoted, expected and encouraged;
- to recognise and reward achievements across the full range of academic and non-academic pursuits;
- to promote, support and encourage extracurricular activities as an essential part of the educational experience;
- to encourage a professional and well-motivated staff to work effectively and successfully through good leadership and teamwork.

2. INTRODUCTION

The school's Drugs Policy is a statutory document, in accordance with Drugs: Guidance for Schools in Northern Ireland Revised Edition 2015. The policy follows the guidance given in the CCEA Drug Education Policy Document. The Policy also follows Article 3 of the Universal Declaration of Human Rights ie 'Everyone has the right to life, liberty and security of person'.

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 to ensure the child's health and safety while in our care and we also strive to promote their personal and social well-being. Drug misuse undermines this and hinders the development of the young person.

The policy provides a focus for the school to consider how drug education should be implemented and developed within the curriculum and outlines the roles, responsibilities and legal duties of key staff. From a wider perspective, it gives parents and the local community an opportunity for involvement in drug issues. The policy should form an integral part of the Personal Development for mutual understanding strand in the primary curriculum and the Personal Development strand of Learning for Life and Work in the post-primary curriculum.

3. RATIONALE

Sullivan Upper School recognises that young people in today's society are exposed to the risks associated with the existing drug culture.

Young children are exposed to messages about drug use from an early age. The messages they receive from television and the media tend to glamorise the use of drugs. They are likely to have seen people using tobacco-related products, e-cigarettes, alcohol, prescribed medication in real life and may even be aware of drug misuse in their locality, hence it is important that they are educated as to the side effects and risks of drug use.

The school wishes to promote the development of the 'whole person' which encompasses the 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.

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 to '*better prepare young people for adult life.'* [*Education Reform [NI] Order 1989*]

The drugs policy relates to and complements other school policies as listed below:

- Anti-Bullying Policy
- Critical Incident Management Policy
- Health and Safety Policy
- Medical Medication Policy
- Pastoral Care Policy
- Positive Behaviour Policy
- Safeguarding and Child Protection Policy.

4. RANGE OF SUBSTANCES

The following definitions are taken from *CCEA "Drugs: Guidance for Schools in Northern Ireland."*

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".*

Within this policy the terms 'use', 'misuse' and 'abuse' refer to the use of a drug for purposes for which it was not intended or using a drug in excessive quantities.

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

- alcohol and tobacco and tobacco-related substances, including nicotine replacement therapy (NRT), and electronic cigarettes;
- over-the-counter medicines such as paracetamol and cough medicine;
- prescribed drugs, such as antibiotics, painkillers, antidepressants, inhalers and stimulants such as Ritalin;
- volatile substances, such as correcting fluids or thinners, gas lighter fuel, glues and petrol;

- controlled drugs, such as cannabis, LSD, ecstasy, amphetamine sulphate (speed), magic mushrooms (processed), heroin and cocaine;
- new psychoactive substances (NPS), formerly known as legal highs;
- other substances, such as amyl or butyl nitrites (known as poppers) and unprocessed magic mushrooms.

Controlled substances: *"are legally classified according to their benefit when used in medical treatment or harm if misused. The Misuse of Drugs Act sets out a range of substances that are controlled under the act. It is an offense to possess, possess with intent to supply, supply, or allow premises you occupy or manage to be used unlawfully for the purpose of producing or supplying controlled drugs. The Act has four separate categories:*

Class A, Class B, Class C and temporary class drugs. Substances may be reclassified.

The Misuse of Drugs regulations, created under the Misuse of Drugs Act, license production, possession and supply of substances classified under the act. These include five schedules that classify all controlled medicines and drugs.

- *Schedule 1 has the highest level of control, but drugs in this group are very rarely used in medicines.*
- *Schedule 5 has a much lower level of control"*

Drug Use: *"refers to taking a drug; 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 and NPS, that cause harm to the individual, their significant others or the wider community."*

The school recognises that the policy focuses mainly on controlled substances Procedures for handling alcohol and tobacco misuse and electronic cigarettes are found in **Appendix 1** and this is also included in the Positive Behaviour Policy. Procedures for handling prescribed medicines are also found in **Appendix 1** and also in the Medical Medication Policy and are outlined in the school Health and Safety Policy. This policy complements these policies and also the Child Protection and Pastoral Care Policies. It does not exist in isolation.

5. AIMS AND OBJECTIVES

AIMS

The drugs policy aims to

(1) To establish a framework with which an effective drugs education progamme can be developed and delivered; and
(2) To formulate agreed procedures for dealing with drugs-related incidents.

OBJECTIVES

PUPIL FOCUSED

[a] To provide opportunities for pupils to acquire knowledge and understanding about the dangers of drug abuse.
[b] To provide opportunities for pupils to be equipped with the knowledge, attitudes and skills they need to avoid misusing drugs.
[c] To help pupils develop positive attitudes towards themselves and develop skills needed to resist peer pressure in situations.
[d] To make available information on sources of help.
[e] To enable any pupils who are misusing drugs or have concerns about the misuse of drugs to seek help.
[f] To understand school rules and state laws relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug-related incidents.

STAFF FOCUSED

[g] To provide information and training to allow staff to become competent and confident in delivering drugs education and handling drug-related issues and incidents. New members of staff are also instructed as part of their induction.
[h] To support staff in the development of schemes of work, teaching syllabuses and tutorial programmes which include drugs education topics.
[i] To minimise the number of young people who engage in drug misuse.
[j] To liaise and consult with the PSNI to ensure material delivered is up-to-date and relevant to the local situation.

PARENT FOCUSED

[k] To provide information where appropriate to parents in the form of written materials and/or meetings.
[l] To encourage a climate of partnership between parents, pupils and teachers which develops communication and effective action on drugs-related issues.

6. ROLES AND RESPONSIBILITIES

6.1 Staff (teaching and non-teaching)

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

- assess the situation and decide on the appropriate actions to take;
- notify the principal and the designated teacher for drugs at the earliest opportunity;
- deal with any emergency procedures to ensure the safety of pupils and staff, if necessary (see Appendix 3);
- forward any information, substance or paraphernalia received to the designated teacher for drugs, who will respond accordingly (see Appendix 2);
- use the school's Drugs Incident Report Form to complete a brief factual report on the suspected incident and forward this to the designated teacher for drugs (see Appendix 5);

- consider the needs and safety of a pupil when discharging him or her into the care of a parent or carer who appears to be under the influence of alcohol or another substance (staff, who are in loco parentis, should maintain a calm atmosphere when dealing with the parent and, if concerned, should discuss with the parent alternative arrangements for caring for the pupil); and
- invoke safeguarding procedures; if a parent or carer's behaviour may place a pupil at risk (see Appendix 2.5).

6.2 The Head of Learning for Life and Work

Head of LLW is the member of staff responsible for co-ordinating all issues pertaining to drug education programme within the school. The role includes:

- ensuring that the Learning for Life and Work programme of study is being taught effectively;
- liaising with all staff on drug education matters, for curriculum purposes;
- organising training for staff as appropriate;
- liaising with outside agencies for curriculum purposes.

6.3 The Designated Teacher for Drugs

The Designated Teacher for Drugs is Mrs C L Moore [Vice-Principal (Pastoral). She 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 principal, who should contact the pupil's parents or carers immediately;
- taking possession of any substance(s) and associated paraphernalia found in a suspected incident; and securing safety in a strong box/safe;
- 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 every three years and after a drug-related incident, where learning from the experience could improve practice.

In the absence of the Designated Teacher for Drugs, the Deputy Designated Teacher for Drugs (Mr S Thompson, Vice-Principal Teaching and Learning) will assume responsibility.

6.4 The Principal

The principal is responsible for:

- determining the circumstance of any drugs-related incident (NB it is the responsibility of the PSNI to investigate any criminal or suspected criminal offence)
- In any suspected drug-related incident, the principal should contact the parents or carers of those pupils involved.
- ensuring that in any incident involving a controlled drug there is close liaison with the PSNI. NB Failure to inform the PSNI of a suspected incident involving controlled drugs is a criminal offence**.**

After informing the PSNI, the Principal should confine his 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 drugs/ drugs related paraphernalia, using protective gloves at all times;
- informing the Board of Governors;
- agreeing any appropriate pastoral or disciplinary response;
- reporting the incident to the Education Authority;
- completing a written report and forwarding a copy to the Board of Governors and the designated officer in the Education Authority.

6.5 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;
- facilitate the consultative process where the school community can respond and contribute to the policy's effectiveness and quality. The governors examine and approve this before implementing it 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;
- be fully aware of and adequately trained to deal with suspected drugs related incidents, including alcohol and tobacco, tobacco-related products, electronic cigarettes and their appropriately disciplinary response.

The Designated Governor for Drugs is Mr M Hamilton. He has received specific training in drugs-related issues.

7. LEGAL RESPONSIBILITIES AND INVOLVING THE PSNI

The schools' legal responsibilities.

All staff at Sullivan Upper School are aware of their legal responsibilities ie:

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

The Designated Teacher for Drugs will notify the PSNI in all instances where there is an allegation or suspicion that a crime has been committed as failure to notify the PSNI is a criminal offence.

Contacting the PSNI

The Designated Teacher for Drugs has established strong links with the Neighbourhood Policing Team. This will help ensure an appropriate response when dealing with suspected drug-related incidents that might arise in school. The Designated Teacher for Drugs will notify the Neighbourhood Policing Officer in every case where a pupil has or is suspected of having controlled drugs in their possession, either on their person or in their belongings, or if controlled drugs are found on the school premises. The officer will be available to work with the school, pupils, parents or carers and other appropriate agencies to provide support, advice and assistance to help prevent reoccurrence and ensure the pupil is no longer at risk.

Interviewing pupils

In certain circumstances, the PSNI may interview a pupil on school premises with the principal's agreement. This may be a less intrusive and upsetting option for a pupil than going to a police station. If the school takes this course of action, the PSNI will conduct the interview in accordance with The Police and Criminal Evidence (Northern Ireland) Order (PACE) 1989. This has strict guidelines about when and where to exercise this option. The school will make all possible efforts to inform the pupil's parent/carer before a PSNI interview takes place. The PSNI will not conduct an interview without the correct persons being present.

8. DRUGS EDUCATION PROGRAMME

Drugs education forms an integral part of the school curriculum. The desired outcome of the drugs education programme is to enable our pupils to make healthy informed choices.

OBJECTIVES

PUPIL FOCUSED

[a] To provide opportunities for pupils to acquire knowledge and understanding about the dangers of drug abuse.

[b] To provide opportunities for pupils to be equipped with the knowledge, attitudes and skills they need to avoid misusing drugs.

[c] To help pupils develop positive attitudes towards themselves and develop skills needed to resist peer pressure in situations.

[d] To make available information on sources of help.

[e] To enable any pupils who are misusing drugs or have concerns about the misuse of drugs to seek help.

[f] To understand school rules and state laws relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug-related incidents.

STAFF FOCUSED

[g] To provide information and training to allow staff to become competent and confident in delivering drugs education and handling drug-related issues and incidents. New members of staff are also instructed as part of their induction.

[h] To support staff in the development of schemes of work, teaching syllabuses and tutorial programmes which include drugs education topics.
[i] To minimise the number of young people who engage in drug misuse.
[j] To liaise and consult with the PSNI to ensure material delivered is up-to-date and relevant to the local situation.

PARENT FOCUSED

[k] To provide information where appropriate to parents in the form of written materials and/or meetings.
[l] To encourage a climate of partnership between parents, pupils and teachers which develops communication and effective action on drugs-related issues.

DRUGS EDUCATION IN CONTEXT

'*The education system can provide a holistic response to substance misuse. This includes:*

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

[Drugs Guidance for Schools in Northern Ireland – Revised Edition 2015]

The programme of education is integrated within the Learning for Life and Work Programme. A life skills approach to drug prevention is essential and within the programme 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.

Drugs Education is specifically included within the Learning for Life and Work Programme (Appendix 4).

In addition to the drug education provided within the curriculum, the school offers a supportive environment for pupils to explore their own attitudes and values as well as an opportunity to discuss any drug-related problems 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.

9. PROCEDURES FOR MANAGING SUSPECTED DRUG-RELATED INCIDENTS

9.1 A suspected drug-related may include:

- a pupil displaying unusual or uncharacteristic behaviour;
- an allegation;
- suspicion of possession, possession with intent to supply and/or supply of any substance as defined on pages 2 and 3; and
- finding substance-related paraphernalia.

9.2 Responses in the event of a suspected drug-related incident

Illness, unusual or uncharacteristic behaviour

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. Where staff believe a pupil may have taken a substance they suspect is a drug, they should seek medical assistance immediately after following the recommended emergency procedures (Appendix 3). The school will inform parents and the PSNI. Please see Appendix 7 for further information on signs of substance use.

9.3 Taking possession of a suspected controlled substance 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 pupil committing the offence of possession. The teacher 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. The designated teacher for drugs will 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 witness should be present when staff confiscate the substance and the school should keep a record of the details, using the school's Drug Incident Report Form (Appendix 5).

9.4 An allegation of a suspected controlled drug-related incident

Carrying out a search
If the designated teacher for drugs receives an allegation of possession, he or she may need to search a pupil's locker, if she has cause to believe it contains unlawful items, including controlled drugs. However, teachers cannot search personal belongings in the locker without consent. Staff should only search the pupil's personal belongings, including schoolbag, coat or 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.
If the pupils refuse, staff should contact their parent/carer and the PSNI to deal with the situation. **A member of staff should never carry out a physical search of a pupil, unless there is a risk to the child. The welfare of the child must be protected at all times.**
If staff recover a substance or an object that they suspect has a connection with drugs, they should take possession of it and make a full record using the school's Drug Incident Report Form (see Appendix 5).

If a pupil refuses to be searched the school must establish whether the probability that the pupil has committed an offence outweighs their right to privacy, before deciding whether to carry out a search without consent. The school drugs policy should clearly explain the procedures and circumstances for searches where there is reason for suspicion.

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

Pupil involvement in suspected controlled drug-related incidents may take several forms.

These could include:

- possession;
- possession with intent to supply; and/or
- 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 in possession of what they believe or suspect to be a controlled drug, they should immediately attempt to take possession of the substance and detain the pupil. They should then send for assistance from the designated teacher for drugs, who will deal with the incident as outlined in this policy.

It is not illegal for a pupil to possess or use other substances that are not controlled, for example alcohol, solvents, tobacco, tobacco-related products, electronic cigarettes, over-the-counter medication or prescribed medication. Prescribed medication, however, may be considered a controlled substance if it has been prescribed for someone else. The teacher should make a preliminary enquiry to clarify who the medication is for. This will establish whether the school should contact the PSNI about the incident. Although some unknown substances may be new psychoactive substances, the school will treat all unknown substances as suspected controlled drugs and respond accordingly.

The school will deal with a pupil in possession of substances that are not controlled, using the positive behaviour or pastoral care procedures in line with the safeguarding and child protection policy. The school will also notify the pupil's parent/ carer. In these circumstances, the school has no legal obligation to notify the PSNI. Where the principal feels that there are issues about the origin of these substances, the school may notify the designated officer in the local PSNI area for advice and guidance.

9.6 Detaining a pupil

When managing a suspected drug-related incident the school will invite the pupils concerned to remain in school under the supervision of appropriate members of staff until their parent/carer and the PSNI arrive.

If the pupil refuses to remain, the school cannot detain a pupil against their will. If a member of staff has reasonable grounds to suspect that the pupil has in their possession or has taken a controlled substance, the school should aim to take all reasonable steps to ensure the pupils' safety.

Staff must be able to recognise the point where a young person becomes a danger to either themselves or others. They should also be aware of their duty of protection because they are in loco parentis.

9.7 Finding drug-related paraphernalia

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

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

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

9.8 Recording an incident

If the principal considers an incident to be serious, the school should call the Education Authority designated officer to alert them to the incident and then make a full written factual record of the incident.

Schools should carefully record any statements that pupils suspected of being involved in or witness to an incident provide. For an incident that requires only an internal school investigation, for example finding cigarettes on school property, schools must treat any sensitive information about pupils in a confidential and secure manner. Schools may need to engage the help of ananother adult to support both the designated teacher for drugs and the pupils involved in the incident, particularly when the pupils may need to be interviewed separately. We have provided an exemplar of a Drugs Incident Report Form in Appendix 5.

For an incident that requires a PSNI investigation, the principal is responsible for determining the circumstances of all incidents. The PSNI is responsible for investigating any criminal or suspected criminal offence. Under these circumstances, schools should not take any written statements from individuals involved in the incident. The investigating officer is responsible for dealing with the incident to co-ordinate recording all statements that could be required for a potential court case.

All staff are made aware of the procedure, which follow the guidelines in the CCEA document ‘Guidelines on Handling Suspected Incidents of Drug Misuse on School Premises.’ This is outlined in Appendix 2.

10. CONFIDENTIALITY

Teachers cannot and should not promise total confidentiality. They should make the boundaries of confidentiality clear to pupils. Members of staff should carefully consider their response, if a pupil approaches them for individual advice on drug use or misuse. In the case of controlled substances, the staff member should explain to the pupil that they cannot offer a guarantee of confidentiality. If the pupil discloses information concerning controlled substances, the staff member must pass this on to the designated teacher for drugs. The member of staff can direct the pupil to sources of confidential information and advice and to treatment and rehabilitation services (see Appendix 8).

11. DISCIPLINARY AND PASTORAL CARE RESPONSE TO DRUG-RELATED INCIDENTS

Procedures will be carried out in line with the Positive Behaviour Policy and each case will be treated separately. However, the school views the possessions of drugs as a serious breach of the discipline code and will treat it as such. The supplying of drugs to others is an even more serious offence and any punishment given will reflect this.

During and after any incident, the school will consider the individual needs of any pupil or pupils involved. This will involve the pupil or pupils, the principal, parent/carer, the designated teacher for drugs and appropriate pastoral care staff. It could also involve the PSNI officer and an education welfare officer, where appropriate.

Deciding on appropriate sanctions
The Principal is responsible for deciding how to respond to particular incidents, taking account of factors such as:

- the age of the pupil concerned;
- whether the incident involved one pupil or a group of pupils;
- whether there has been evidence of particular peer group pressure; and
- the level of a pupil's involvement.

The school will consider what sanctions or actions would be in the best interests of the pupil in the longer term, while ensuring the safety and well-being of other pupils. The school will determine the seriousness of the incident and the needs of those involved and then respond accordingly. The school will consider all factors including

- Does the pupil admit or deny the allegations?
- Is this a first offence?
- Is the substance legal or illegal?
- What quantity of the substance was involved?
- What was the pupil's motivation?
- Is the pupil knowledgeable and careful or reckless about their own or others' safety?
- Does the pupil have a parent or carer or family member who is misusing drugs?
- 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 the school suspects the pupil of supplying, how much was supplied and was the pupil coerced into the supply role or the one 'whose turn it was' to buy for others, or is there evidence of organised or habitual supply?

The school will develop a repertoire of responses, incorporating both sanctions and counselling and potentially guiding young people towards appropriate treatment and support. These responses should reflect different kinds of drug-related offences such as:

- being under the influence of alcohol or a controlled drug;
- possession of alcohol for individual use or selling or sharing with other pupils;
- possession and/or possession with the intent to supply a controlled drug; and
- supplying a controlled drug, either giving or selling to someone else.

The school will always consider the needs of individual pupils and have appropriate interventions and support mechanisms in the school's Child Protection and Safeguarding Policy.

Schools should develop a range of options for responding to the identified needs of those involved in a drug-related incident. Whatever response the school puts in place, we will always aim to give pupils the opportunity to learn from their mistakes and to develop as individuals.

The school will justify any sanction it imposes, according to:

- the seriousness of the incident;
- the identified needs of the pupil, which are most important under such circumstances;
- the needs of other pupils, the school and the community;
- the published school rules and expectations; and
- any breaches of other school rules (such as theft, violence or bullying).

The schools will take into account whether a pupil involved in an incident has previously displayed good behaviour and engagement with the school, and how the proposed sanction might affect the pupil's educational outcomes and any other relevant pastoral issues when deciding on the response to a drug-related issue.

Behavioural contracts
In the case of serious breaches of behaviour or while the school is investigating a suspected drug-related incident, it may draw up a behavioural contract and agree it with the pupil and the parent/carer. The contract will clearly set out the terms allowing the pupil to remain at school and include monitoring their progress. The school may have to withdraw the pupil from normal contact with peers during the school day for a fixed period at first, until their behaviour has improved. This approach may require additional support from outside agencies to help facilitate change (see Appendix 8).

12. SUSPENSION OR EXCLUSION

The will not automatically exclude a pupil because they have broken the law. However, particularly in cases of supplying, it is the school's duty to protect pupils from exposure to potentially dangerous substances. The school will bear this in mind when deciding how to respond to individual incidents. The school will consider and carry out any suspension or exclusion within the terms of schemes prepared by the Education Authority and in line with the Suspensions and Expulsion policy.

13. ROLE OF COUNSELLING

Counselling rarely focuses on drug misuse alone. It can consider more holistic needs that may underlie or indicate drug-related problems, for example the 'toxic three':

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

Counselling is only appropriate when a pupil wishes to take advantage of what it offers. The Independent Counselling Service for Schools (ICSS), funded by DE, offers a free school-based service to post-primary aged pupils in mainstream and special schools. Pupils can refer themselves or a parent or member of school staff can refer them.

14. FIRST AID PROCEDURES

For the purpose of this policy, an emergency is considered to be either:

- a situation in which a pupil or a member of staff is in danger, or;
- a sequence of events which requires urgent attention;
- a flow chart for dealing with emergencies is contained in **Appendix 3** and fuller information is provided in **Appendix 7** of this policy;
- the reference pathway for specified school incidents is contained in **Appendix 6** and useful contacts and websites in **Appendix 8** **and** **Appendix 9**.

15. PROCEDURES FOR COMMUNICATING TO STAFF, PARENTS/CARERS OR OTHER RELEVANT AGENCIES FOLLOWING A SUSPECTED OR CONFIRMED DRUG-RELATED INCIDENT

This school will carefully consider how information about a suspected or confirmed substance-related incident to staff, pupils and parents/carers. Information will only be disclosed to members of staff concerned with the pastoral needs of the individual pupil. Only the parents/carers of the pupil of pupils directly involved in an incident will be informed, including subsequent outcomes. Teachers will not discuss individual cases with other pupils. The school may, however, need to make a general statement informing the school community after an incident where rumours may create a negative atmosphere.

16. DEALING WITH THE MEDIA

If the school receives an enquiry from the media, only the principal or a designated nominee Will respond to the call. When responding to the media, the school will respect the privacy of pupils and their families. The principal will prepare a checklist of the appropriate key facts and decide whether to liaise with the PSNI before issuing a statement. Any statements made will be positive, short, factual and without elaboration.

Concluding statements will be reassuring and restate that the school has managed the

incident effectively.

If any further comments are necessary, the principal will reiterate the original statement.

17. REPORTING TO RELEVANT AUTHORITIES

The school will inform the PSNI, if the principal has concerns about a substance found in a pupil's possession.

18. THE PLACE OF DRUGS WITHIN THE CURRICULUM

Drugs education should not be seen as a one-off topic but as a continuous process which involves the development of skill 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 an understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances, their effects of health and lifestyle, and the personal, social and economic implications. These issues are addressed in the school's Learning for Life and Work Programme which pupils follow from Year 8 to Year 14.

Drugs education is specifically included within the Revised Curriculum as a part of Personal Development.

The Head of Department in each relevant subject area is responsible to ensure that the aspects of Drug Education outlined in the Revised Curriculum are covered as appropriate, and this is taught by subject specialists.

A full outline of the areas of study involving drug education is in **Appendix 4** at the back of this policy.

The delivery and organisation of the Drug Education Programme

Drug Education is a whole staff issue. Sullivan Upper School ensures that staff are regularly updated with changes in the curriculum and changes to the policy, which have an effect on their delivery of the curriculum. Where possible staff receive in-service training on drug issues.

However, the greater part of the programme is delivered by LLW staff at KS3 who are allocated 2 periods per week and also through the Section Tutor Pastoral programmes at KS3 and KS4 who have one pastoral period per week. KS5 is more likely to receive talks from appropriate outside agencies., and Where appropriate to include other subject areas the Head of Learning for Life and Work liaises with other Heads of Department to enable support from the wider curriculum.

Resources

The main resources used for the delivery of the drug education programme are given in **Appendix 4**.

Outside agencies
Sullivan Upper 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 his approval for the use of the outside agency.

The staff from the agency have been vetted in relation to Child Protection.

Links with Parents, Community and the Police
Parents play a supportive role in the drugs education programme. They are encouraged to discuss drug issues with their child whenever possible. The drugs education policy will be available for consultation in the school office and on the school website.

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

Sullivan Upper 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 discrete manner, and in keeping the best interests of the child concerned in mind.

Juvenile liaison officers offer advice and support when it is needed.

19. MONITORING AND EVALUATING

The school drug education policy is reviewed every three years to reflect changing circumstances and trends in drugs use. It will also be reviewed after a drug-related incident. The programmes of study for drug education are continually reviewed and any changes deemed necessary are implemented.

The policy appears as an item on the agenda of staff meetings as required and all new staff are familiarised with it.

The policy is available to parents on the school website and it is printed in the school prospectus and school handbook.

APPENDIX 1: PROCEDURES FOR HANDLING ALCOHOL MISUSE

PROCEDURES FOR HANDLING ALCOHOL/TOBACCO MISUSE AND USE OF ELECTRONIC CIGARETTES.

Staff use of alcohol and smoking on school premises, on school trips and other social events.

The school does not allow the abuse of alcohol on the 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 Positive Behaviour Policy.

PROCEDURES FOR HANDLING TOBACCO MISUSE

The school is a restricted environment with no-one being permitted to smoke on the school premises. Adults breaking this rule will be advised by other members of staff. Pupils breaking this rule will be dealt with under the school's.Positive Behaviour Policy.

ELECTRONIC CIGARETTES ON SCHOOL PREMISES

Electronic cigarettes are battery-powered vapour inhaler devices that generally contain nicotine, along with propylene glycol and glycerine. There is a potential risk that users might fill the refillable cartridges used in some electronic cigarettes with substances other than nicotine. This has the potential to serve as a new and potentially dangerous way to deliver other drugs. In line with the Department of Education guidance (TNC 2000/3 and Circular 2014/25) there is a complete smoking ban (including cigarettes) on both the internal and external premises of Sullivan Upper School. **If a pupil is caught vaping in school or in possession of a vape (including outside of school when in Sullivan uniform) the sanction issued will be a suspension.**

NB: Vapes will be disposed of safety in the designated vape dispenser bins.

Pupils are able to access Smoking/Electronic cigarette cessation programmes through the School Nurse. This is a confidential service.

CODE OF CONDUCT FOR SENIOR PUPIL (AGED 18) AND STAFF USING ALCOHOL ON SCHOOL TRIPS, AT SCHOOL FUNCTIONS AND AFTER DINNER SOCIAL EVENTS

i. Pupils may not be in possession of alcohol.
ii. \Vhere pupils are staying with a host family (exchanges/sports trips) the party leader mast inform host families of the school rules on alcohol.
iii. No pupil will be allowed to purchase 'Duty Free' eg for a gift.
iv. Pupils must always behave in an appropriate manner, remain fully in control and not jeopardise the safety of the trip or reputation of the school.
vii. Smoking (including electronic cigarettes) is strictly forbidden on all school trips.

THE MANAGEMENT OF SOLVENTS

Pupils are not permitted to bring solvents or aerosols into school. This includes tippex fluid and pens, tippex thinners, solvent-based glue, permanent markers and spray deodorants. Pupils are permitted to bring felt tip pens into school.

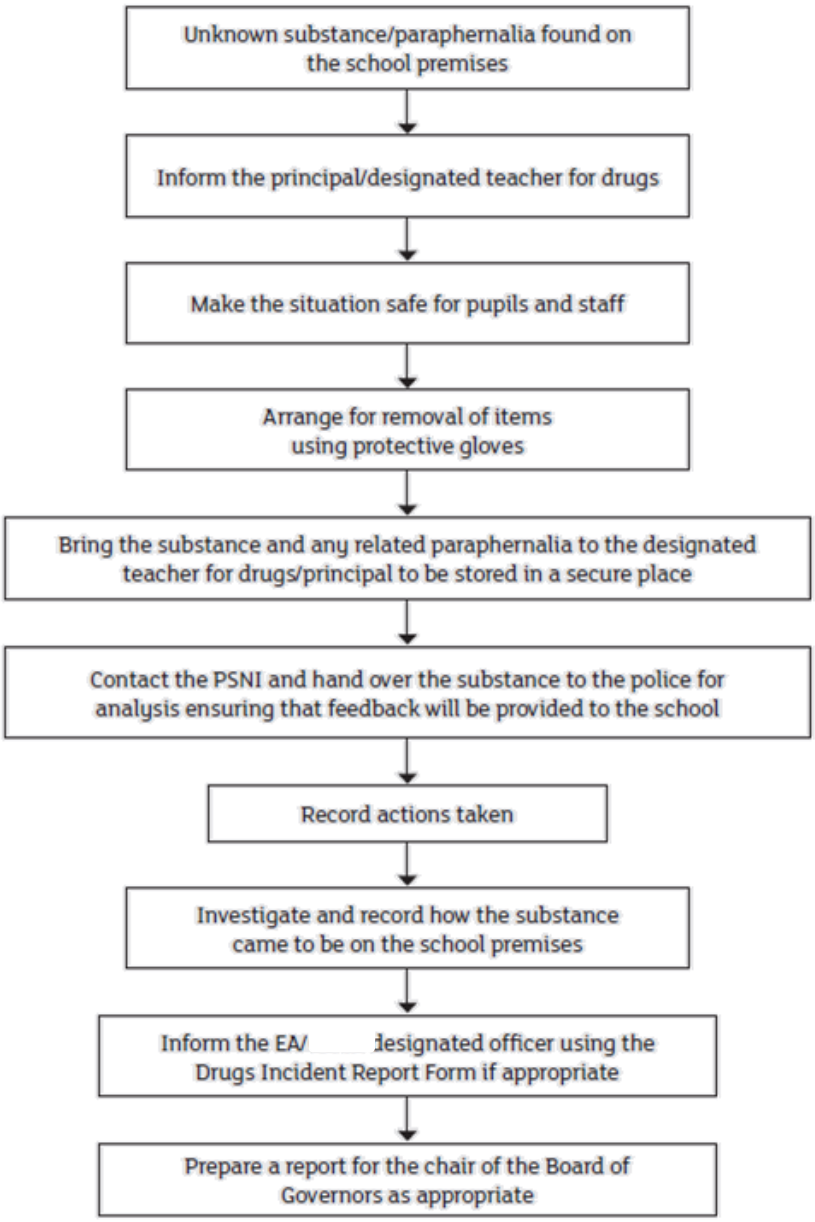
All members of staff are responsible for the safe storage and usage of solvents in their classroom. Where possible they should be locked away when not in use. This includes white board markers, glues and paints. The cleaners and caretakers should also ensure that their stores are locked when not in use and that solvents are held in a secure place.

THE MANAGEMENT OF PRESCRIBED MEDICATIONS

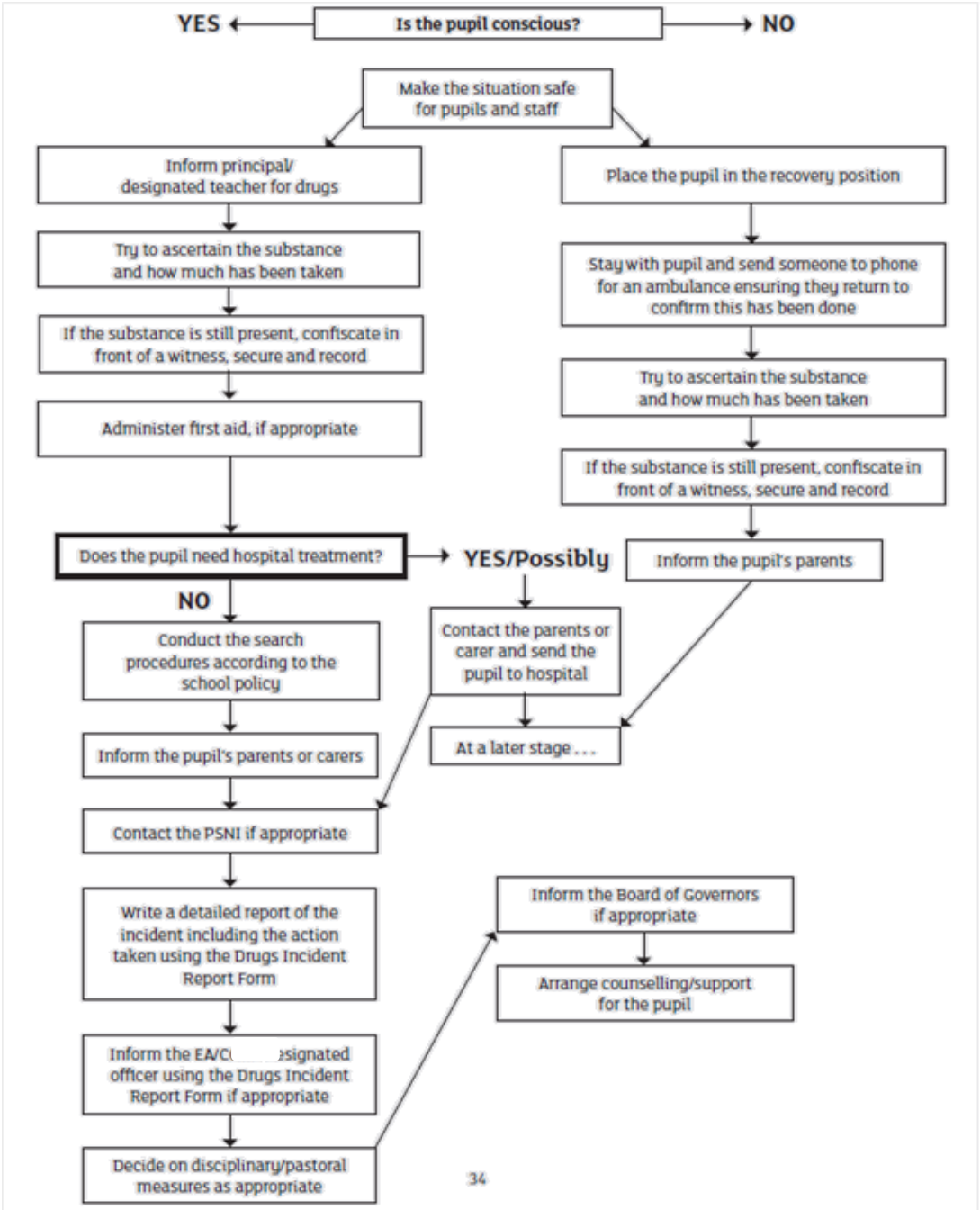
The Medical/Medication Policy provides information on the management of prescribed medication.

APPENDIX 2: HANDLING DRUG-RELATED INCIDENTS

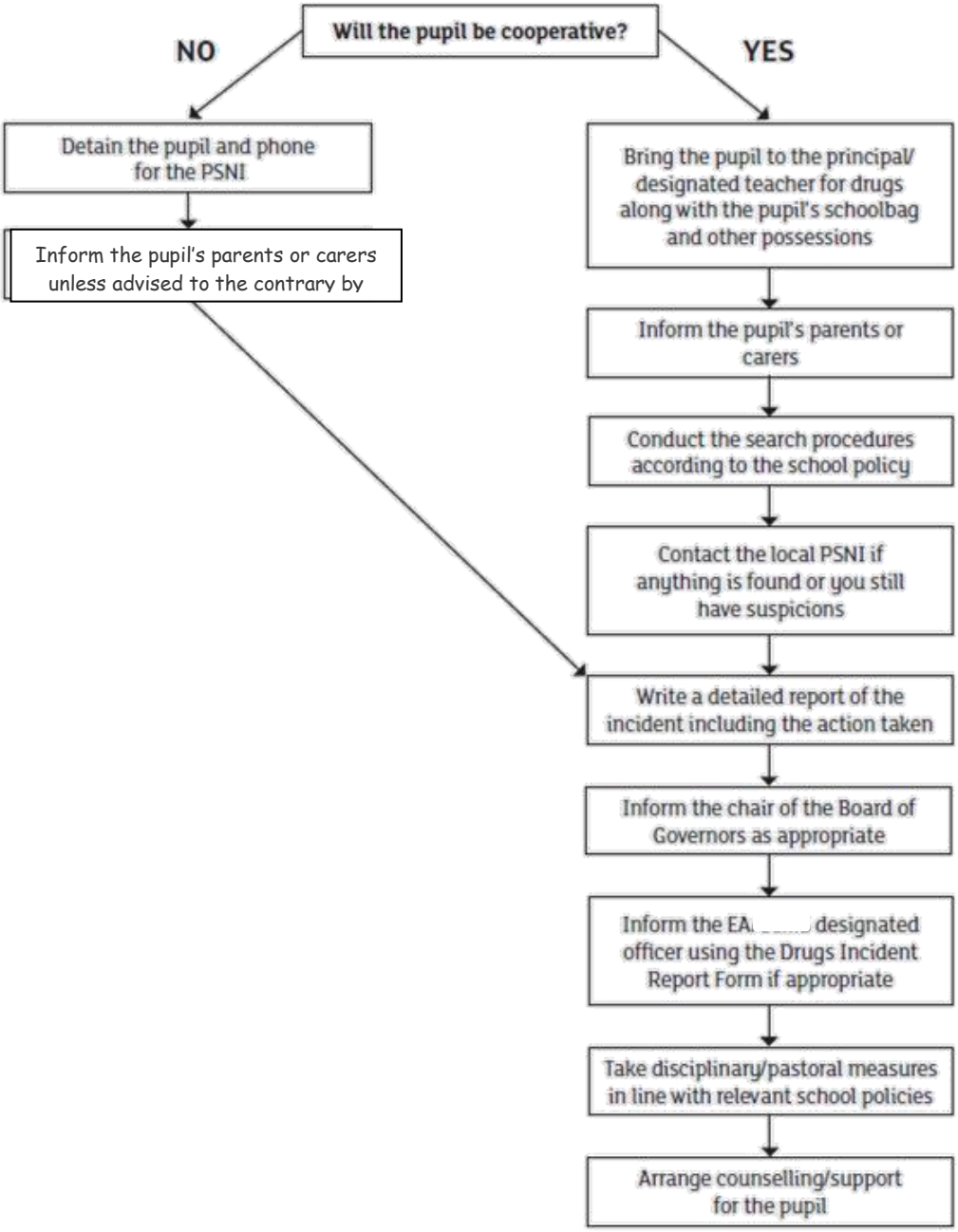
2.1 Finding a suspected substance or drug-related paraphernalia on or close to the school premises



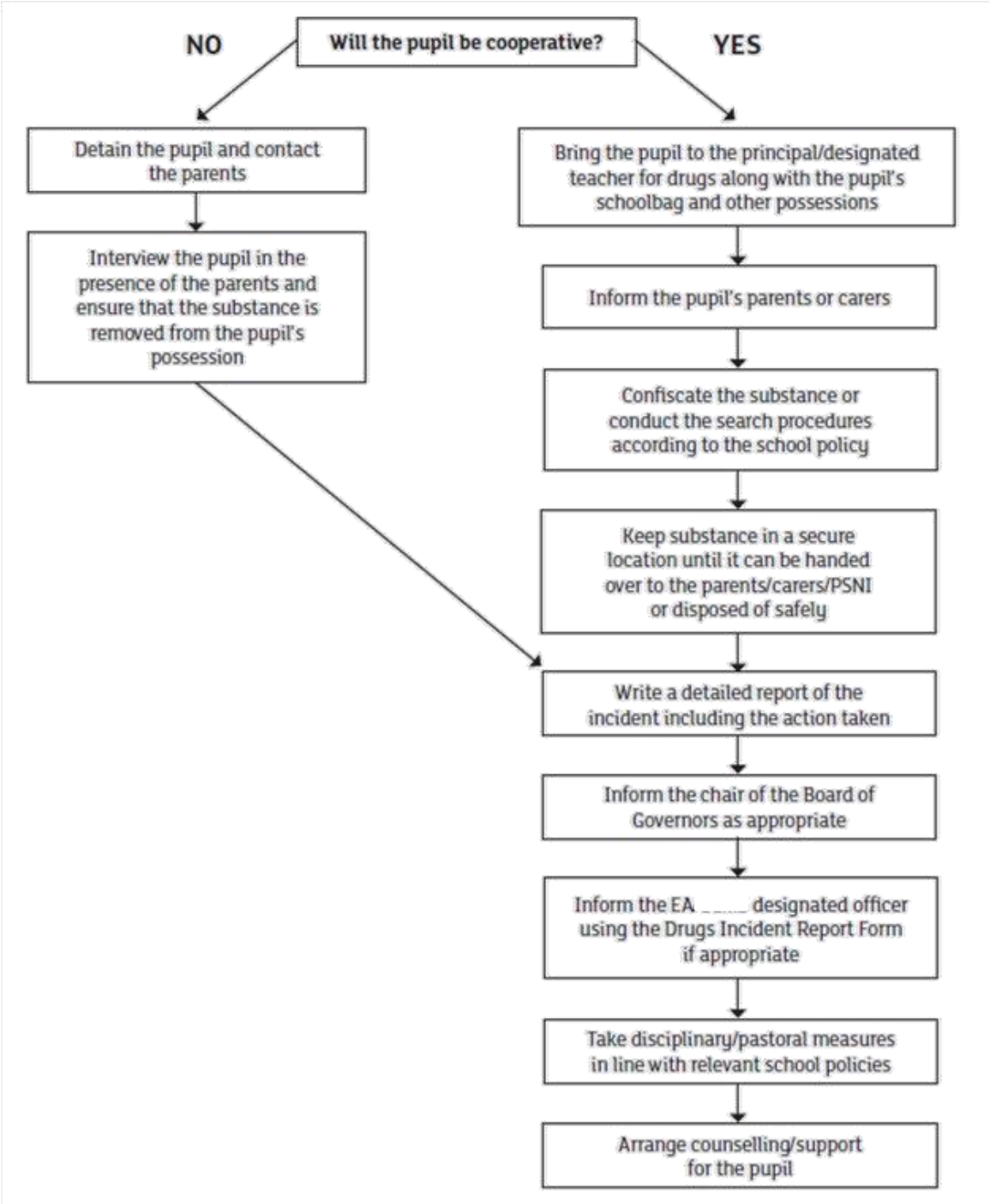
2.2 Pupil suspected of having taken drugs/alcohol on school premises.



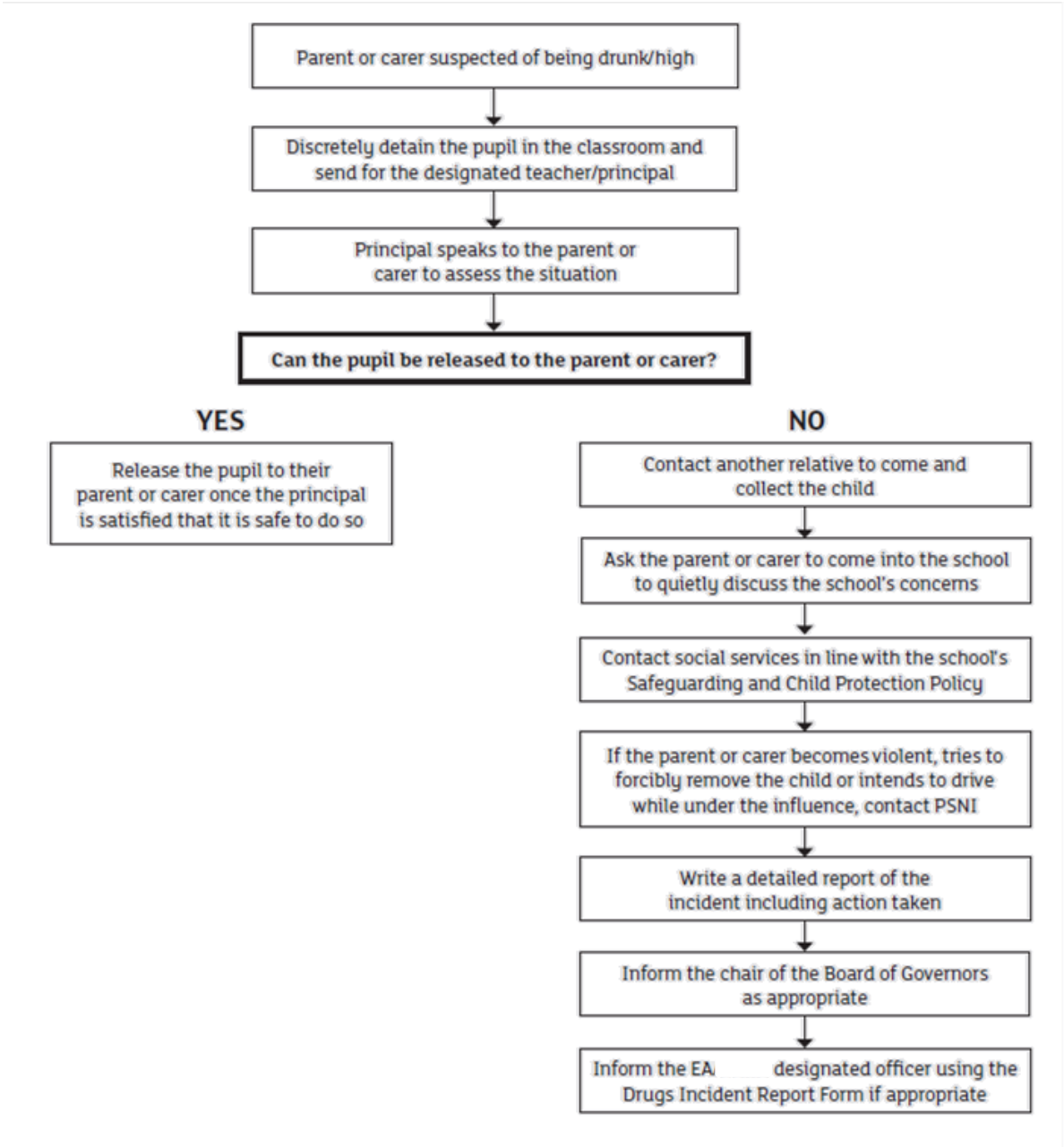
2.3 Pupil suspected of possessing/distributing an illegal substance.



2.4 Pupil in possession of alcohol or unauthorised prescribed medication on the school premises.



2.5 A parent or carer arrives at school to collect a child and appears to be under the influence of alcohol or another substance



APPENDIX 3: EMERGENCY FIRST AID

3.1 EMERGENCY FIRST AID

Emergency Action for all members of the school community:

If casualty is unconscious but breathing, place in the recovery position and call for help, putting phone on speaker. Contact the nurse via Extension 206 or the school office, Ext 0. A list of first aiders is beside the phone in the staff rooms and in the school office.

3.2 THE RECOVERY POSITION



1 Make sure the person's legs are straight. Place the arm nearest to you as though it is waving.



2 Bring the other arm across their body. Hold the back of their hand against their cheek.



3 With your other hand, grasp the thigh furthest from you, and pull up their knee, keeping the foot on the ground. Then roll the person towards you.

4 Adjust the upper leg as though they're walking upstairs. Tilt their head back to open their airway.



5 Call 999 or 112 and ask for an ambulance.

APPENDIX 4: CURRICULUM PROVISION

KS3 PROVISION FROM LLW AND TAUGHT PASTORAL PROGRAMME

All section tutors and LLW teachers provided with programme of study and teaching resources at the start of the year.

Year 8	**In Pastoral: Drugs Awareness** Drugs awareness – CCEA INSYC resources - Health & the impact of Drugs - Smoking & its impact on Health - Effects of Alcohol - Drug categories and their effects - Why people take drugs - Cannabis & it's effects
Year 9	**In Pastoral: Alcohol & Vaping** Smashed Online – CCEA resource (4 lessons) - Social & emotional causes of underage drinking - The impact of alcohol on young lives - Social influences & decision making - Where & how to help yourself & others You & Me Vape Free – NI Chest & Heart & Stroke resource (5 lessons) - Brain development 7 Addiction - The effects of e-cigarettes on the body - The environmental impact of vaping - Marketing tactics - Stress & mental health
Year 10	**In Pastoral: Alcohol & Substance Misuse** Alcohol & Substance Misuse – CCEA Resource (5 Lessons) - Drugs A - Z - Why risk taking drigs? - Does legal mean safe? - Alcohol – Media versus Reality - Addiction

KS4 PROVIISION FROM LLW & TAUGHT PASTORAL PROGRAMME

All section tutors provided with programme of study and teaching resources at the start of the year.

Year 11	**In Pastoral: Vaping** You & Me Vape Free – NI Chest Heart & Stroke Resources - Brain development and addiction - The effects of e-cigarettes on the body - The environmental impact of vaping - Marketing tactics - Stress and mental health

KS5 PROVISION FROM TAUGHT PASTORAL PROGRAMME

YEAR 13 **ASCERT**

Sessions cover:

- Students fears – linking to brain development
- Statistics elating to drink/drug driving in Northern Ireland to provide a background for kids
- How alcohol and drugs can affect a person's driving ability
- Alcohol units and driving limits
- How long different substances effects a person and stays in their system
- Legal implications of driving under the influence
- Solutions to avoiding driving under the influence.

PROVISION FROM WIDER CURRICULUM

YEAR 9	Biology	Effect of smoking
YEAR 10	Biology	Effect of alcohol and drugs during pregnancy

APPENDIX 5: DRUGS INCIDENT REPORT FORM

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 or carer informed YES/NO

Date _____ Time _____

5 Where substance is retained _____ or

Date substance destroyed or passed to PSNI _____ Time _____

6 PSNI Informed YES/NO

Date _____ Time _____

7 Education Authority or CCMS Designated Officer informed, as appropriate YES/NO

Date _____ Time _____

8 Form completed by _____ Date _____

Position _____

Description of the Incident

Actions Taken

Incident form completed by _____

Date _____

APPENDIX 6: REFERRAL PATHWAY FOR SPECIFIED SCHOOL INCIDENTS

REFERRAL PATHWAY FOR SPECIFIED SCHOOL INCIDENTS

Type of Incident:

Internal Staff Referral:
Refer incident to

a. _____

b. _____

External Agency Referral:
Contact details of relevant agencies or personnel

Name of Agency **Name of Contact** **Address**
Relevant Details
Contact number **Email address**

Name of Agency **Name of Contact** **Address**
Relevant Details
Contact number **Email address**

Name of Agency **Name of Contact** **Address**
Relevant Details
Contact number **Email address**

Name of Agency **Name of Contact** **Address**
Relevant Details
Contact number **Email address**

APPENDIX 7: EMERGENCY PROCEDURES

EMERGENCY PROCEDURES

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

- It is important to find out what they have taken as this could affect emergency aid, for example it will help the ambulance crew. Loosen clothing and call for an ambulance immediately.

- If the person has taken a depressant substance, for example solvents, alcohol, sleeping pills or painkillers, it is likely that they will be drowsy or unconscious. If the person is drowsy, it is important to try to keep them awake by talking to them or applying a cool damp cloth or towel to the back of their neck. You should not give them anything to eat or drink as this could lead to vomiting or choking.

- If they are or become unconscious, put them into the recovery position, clear their airway if blocked and keep checking on any changes to pulse and breathing rates.

- If they stop breathing, begin mouth-to-mouth resuscitation, starting with chest compressions. (If you have not been trained in CPR or are worried about giving mouth-tomouth resuscitation to a stranger, you can do chest compression-only (or hands-only) CPR). Stay with the person until the ambulance crew arrive and then tell them all the facts, including what the person has taken. This is very important as it could save his or her life.

- If the person has taken a stimulant, such as amphetamines (speed) or ecstasy, they may show various signs of distress. If the person is panicking, try to reassure them. It is important that they calm down and relax. Get them to breathe in and out, deeply and slowly. Help them by counting aloud slowly. If they start to hyperventilate – that is they can't control their breathing – ask them to breathe in and out of a paper (not a plastic) bag, if there is one available.

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

APPENDIX 8: USEFUL CONTACTS IN NORTHERN IRELAND

USEFUL CONTACTS IN NORTHERN IRELAND

Education Authority (formerly Education and Library Boards)		
Belfast Region	Tel: 028 9056 4000	https://www.eani.org.uk/
North-Eastern Region	Tel: 028 2566 1111	
South-Eastern Region	Tel: 028 9056 6200	
Southern Region	Tel: 028 3751 2200	
Western Region	Tel: 028 8241 1411	

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

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

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

Public Health Agency for Northern Ireland		
The Public Health Agency (PHA) is a regional organisation that aims to protect and promote the health and well-being of the population. It was established in April 2009 as part of the reforms to Health and Social Care (HSC) in Northern Ireland. The PHA addresses the causes and associated inequalities of preventable ill health and lack of well-being. It is a multidisciplinary, multi-professional body with a strong regional and local presence. The PHA is responsible for commissioning services to address alcohol, tobacco and drug issues across Northern Ireland.		www.publichealth.hscni.net

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

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

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

Local Organisation		
A list of local organisations that provide information and advice and/or resources about drugs.		www.mindingyourhead.info
		www.fasaonline.org
		www.talktofrank.com
		www.thesite.org/drinkanddrugs
		www.nhs.uk/Livewell/Pages/Topics.aspx

APPENDIX 9: NATIONAL ORGANISATIONS

NATIONAL ORGANISATIONS

A list of national organisations that provide information and advice and/or resources about drugs:

Adfam, London		www.adfam.org.uk
Action on Smoking and Health (ASH), London		www.ash.org.uk
Alcohol Concern, London		www.alcoholconcern.org.uk
CAMH, UK		www.camh.org.uk
FRANK, UK		www.talktofrank.com
Drugscope, London		www.drugscope.org.uk
HIT, Liverpool		www.hit.org.uk
Lifeline, Manchester		www.lifeline.org.uk
Release, London		www.release.org.uk
Lions Lifeskills		www.lionslifeskills.co.uk
Want 2 Stop, Public Health Agency		www.want2stop.info
National Drugs Helpline	0800 776600 text 82111	
AA National Helpline	0845 769 7555	

SPICE
How to dispose of vapes/not give back

Drugs & Alcohol NI
Neil: Bangor (neild@ascent.biz)
Diane: Belfast

Family Support NI
Safe handling of drugs, H&S for staff eg needles/drugs/availability of gloves/masks.
Think of teacher who has handled something. Money.
Policy – what to do when crime is committed in the school.