

## **Duddon Saint Peter's CE School**



### **Health Education: Drugs & Substance Abuse Policy**

- The caring environment of the school plays an important part in the welfare of its pupils, their health, safety and well being.
- We are aware that drug misuse is a very real problem for young people, and co-operate with parents and appropriate professionals in order to share the responsibility and concern for pupils.

By providing accurate information about substances and the possible consequences of use and misuse the school encourages pupils to:

- make informed choices about health issues.
- increase their self esteem, and confidence about making their own decisions.

***If harmful substances are found on the premises, we will carry out the procedure recommended by the DoJE as outlined in Appendix B. These same steps will be taken if the substances are found on a person.***

***\* Appropriate professional help will be sought to implement these objectives.***

#### **Appendix A**

##### **Example of a drug education programme**

The following outline teaching programme illustrates the topics covered in a drug education programme at each key stage. There is a degree of overlap in content between key stages.

##### **KEY STAGE 1**

###### **Knowledge and understanding**

- School rules relating to medicines
- Basic information about how the body works and ways of looking after the body
- The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them.
- Understanding that all drugs can be harmful if not used properly

- Simple safety rules about medicines and other substances used in the home, including solvents
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour
- People who are involved with medicines (such as health professionals, pharmacists, shopkeepers)
- People who can help children when they have questions or concerns

### **Skills**

- Communicating feelings such as concerns about illness and taking medicines
- Following simple safety instructions
- When and how to get help from adults

### **Attitudes**

- Valuing one's body and recognising its uniqueness
- Attitudes towards medicines, health professionals and hospitals
- Attitudes towards the use of alcohol and cigarettes
- Responses to media and advertising presentations of medicines, alcohol and smoking.

## **KEY STAGE 2**

### **Knowledge and understanding**

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs
- More detailed information about the body, how it works and how to take care of it
- Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks
- Introduction to the law relating to the use of legal and illegal drugs
- People who can help children when they have questions or concerns
- Dangers from handling discarded syringes and needles

### **Skills**

- Identifying risks
- Coping with peer influences
- Decision-making and assertiveness in situations relating to drug use
- Giving and getting help
- Safety procedures when using medicines

### **Attitudes**

- Valuing oneself and other people
- Attitudes and beliefs about different drugs and people who may use or misuse them
- Responses to media and advertising presentations of alcohol, tobacco and other legal drugs
- Taking responsibility for one's own safety and behaviour

## **APPENDIX B Procedures to be taken in handling substances**

### **Place**

If possible, remove the substance from where it was discovered in the presence of a witness. If this is not possible, do not leave the substance there while to enlist the support of a colleague or pupil as a witness. Continue with procedure below.

### **Person**

When receiving or retrieving substances from a pupil, do so if possible, in the presence of a witness. In the absence of a witness, do not put off receiving substances, or within bounds of your professional discretion, removing a suspicious substance from a pupil's possession. The following guidelines should be observed at all times:

- Remove the substance and record the time, place and circumstances when the substance came into your possession.
- Do not investigate the nature of the substance, but do record its approximate size and appearance.
- When possible, have the recordings countersigned by a witness
- Take the substance immediately to the Head teacher. Do not keep the substance on your person or in a place of safe keeping; to do so may place you at risk.
- In the presence of the Head teacher, place the substance in a suitable sealed container. The Head teacher, yourself and when possible, the witness should sign and date the package. An official report should be completed, recording the time, date and circumstances of the findings.
- The Head teacher can choose to arrange for the Police to remove the substance from the premises or may choose to dispose of it in an appropriate way.
- In the event of a discovery of any equipment associated with substance use, especially needles and syringes, pupils should not be allowed to handle such items. All equipment found must be handled by adults with utmost care. The Head teacher must ensure that materials are placed in a secure and rigid container to await collection by the appropriate service.

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