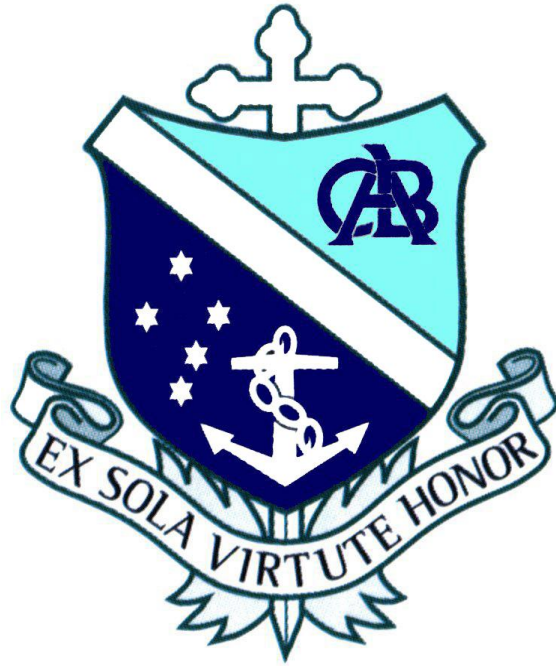


Assumption
Grammar
School



DRUGS

POLICY

March 2011

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1 INTRODUCTION

The school Drugs Policy is a statutory document, in accordance with Drugs: Guidance for Schools in Northern Ireland 2004. It follows the guidance given in the SEELB Drug Policy Document.

It is the policy of Assumption Grammar School to set the issue of misuse of drugs in the broader context of a programme of preventative health education. 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 our pupils' health and safety while in our care and to promote their personal and social wellbeing. Drug misuse undermines this and hinders the development of the young person.

This policy outlines how drugs education is implemented and developed within the curriculum, and identifies 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.

1.1 RATIONALE

Assumption Grammar School recognises that young people in today's society are exposed to the risks associated with the 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 may have seen parents or older brothers and sisters smoking, drinking or taking pills and medicines. Some children may have already tried alcohol or cigarettes and taken prescribed medicines or other drugs. Inevitably older children want to pass on their knowledge and experiences in an effort to try to influence younger children; these experiences are likely to include their experimentation with drugs.

The school wishes to promote the development of the 'whole person,' which encompasses physical, mental, emotional, social and environmental health, by equipping pupils with the knowledge, skills, attitudes and values to handle their lives effectively in the present and prepare them for adulthood.

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)

Drugs education should therefore form an integral part of the school curriculum.

1.2 DRUGS EDUCATION IN CONTEXT

'A drugs education programme is just one part of a whole school response to drug misuse. It should provide opportunities for pupils to acquire the knowledge, understanding and skills to enable them to consider the effects of drugs on themselves and others, and to make informed and responsible choices within the context of a healthy lifestyle' (Drugs: Guidance for Schools in NI 2004)

The programme of education is integrated within the Personal Development Strand of the Curriculum. 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.

In the Northern Ireland Curriculum Personal Development will form part of the Statutory Core Curriculum. Drugs Education is specifically included within Health, Growth and Change in Learning for Life and Work (Personal Development) under Personal Health.

In addition to the drugs education provided within the curriculum, the school offers counselling and support for pupils to explore their own attitudes and values as well as an opportunity to discuss any drug related 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.

2 THE RANGE OF SUBSTANCES

The school's policy on drugs education covers any substance under the DENI definition: (CCEA 2004)

'A drug is any substance which, when taken, has the effect of altering the way the body works or the way a person behaves, feels sees or thinks. As well as everyday substances such as tea and coffee, drugs include:

- *alcohol and tobacco*
- *'over the counter medicines' such as paracetamol for headaches*
- *prescribed drugs, such as antibiotics and tranquilisers*
- *volatile substances such as glues and aerosols*
- *illegal drugs such as cannabis, LSD and ecstasy*
- *other substances such as amyl / butyl nitrate ('poppers') and magic mushrooms*

Procedures for handling alcohol and tobacco misuse are outlined in Appendix 1. Procedures for handling prescribed medicines and volatile substances are also outlined in Appendix 1 and are 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.

3 PROCEDURES FOR HANDLING AND REPORTING INCIDENTS

A suspected drug related incident is described as

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

When an incident occurs the member of staff involved should:

- Make the situation safe
- Send for support
- Administer first aid if necessary
- If a drug is found, gloves should be used and it should be secured in a safe place until dealt with by the police
- Report the incident

The incident will be in the first incidence reported to the designated teacher (Mrs Devlin) and then to the Principal, who will contact the Community and Schools Involvement Officer (CSIO) from the police in this area. The parents will also be contacted and made aware of the situation. The incident will be recorded by the teacher involved and by the designated teacher. A 'record of action' form will be filled out (see appendix 7) One copy will be sent to the SEELB designated officer for Drugs Education – Kim Scott, and a copy will be retained for the school's confidential file. The Board of Governors will also be informed.

All staff are made aware of the procedure, which follow the guidelines issued by CCEA Drugs: Guidance for Schools in Northern Ireland 2004. This is outlined in Appendix 3 of this policy.

School staff are not permitted to search pupils' clothing or possessions. Staff may search **school property** such as lockers or desks. However, personal belongings within a desk or a locker cannot be searched without consent. **A search of pupils' personal belongings, including school bag, coat or other items should only be made with the pupils' consent.** Such a search should be made in presence of the pupil and another adult witness. It is acceptable to ask the pupil to empty pockets and school bags.

3.1 PROCEDURES RELATING TO DISCIPLINE AND COUNSELLING

Procedures should be carried out in line with the Positive Behaviour Policy. The Principal will be responsible for deciding how to respond to particular incidents as they occur. He will take into account all the factors associated with each separate incident, 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 whether it is a first offence. Assumption Grammar School is committed to tackling drug misuse and any instances of possession, use or supply of illegal drugs on school premises will be regarded with the utmost seriousness. Whilst it is not appropriate to prescribe specific sanctions, the decision rests with the Principal who will respond appropriately incorporating sanctions which may include suspension or, in extreme cases expulsion. External counselling will be offered if appropriate.

3.2 EMERGENCY PROCEDURES

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

- A situation in which a pupil or staff is in danger, or
- A sequence of events which require urgent attention.

A flow chart for dealing with emergencies is contained in Appendix 3 of this policy. Emergency first aid and procedures are contained in Appendix 4.

3.3 CONFIDENTIALITY

Confidentiality is of primary importance to those who work professionally with young people in a trusting and secure environment. However, the legal requirements of drug legislation will mean that in certain circumstances there will be a change in the convention of confidentiality. The Children (Northern Ireland) Order (1995) makes it clear that the welfare of the young person is paramount and therefore confidentiality must be included.

Where a pupil discloses to a teacher that he or she is taking drugs, the teacher should make it clear that he or she can offer no guarantee of confidentiality. However the teacher can advise the pupil of other sources of confidential information or advice. Pupils should also be encouraged to talk to their parents.

3.4 DEALING WITH THE MEDIA

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

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

4 THE PLACE OF DRUGS EDUCATION WITHIN THE CURRICULUM

Drugs education is not taught in isolation. It is a continuous process which involves the development of skills and attitudes enabling pupils to make informed choices. Effective drugs 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, at all Key Stages, the statutory curriculum for pupils includes the Personal Development Strand. There will be opportunities for pupils to develop their knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances; their effects of health and lifestyle.

Drugs education is specifically included within the Area of Learning for Science, and within other subjects, such as Religious Education, English, and Physical Education, there are opportunities for considering drug-related issues from a variety of perspectives.

5 THE AIMS AND OBJECTIVES OF THE DRUGS EDUCATION PROGRAMME

The school's drugs education programme is grounded in the School's Personal Development Programme.

5.1 AIMS

- To promote positive attitudes towards personal health.
- To develop self-discipline and self-respect.
- To build pupils' self esteem.
- To develop decision-making skills which may delay or prevent the onset of experimentation.
- To inform pupils of the effects of drug abuse, and the risks involved.
- To help pupils to understand how they can influence their peers.
- To develop knowledge and understanding of themselves and others as individuals.

5.2 OBJECTIVES

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

Pupils should be able to:

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

These objectives are closely linked with our school policy on pastoral care and they should not be seen in isolation.

6 THE DELIVERY AND ORGANISATION OF THE DRUGS EDUCATION PROGRAMME

Drugs Education is a whole staff issue. Assumption Grammar School ensures that members staff are regularly updated with changes in the curriculum and changes to the policy, which have an effect on their delivery of the curriculum. When In-service training on drug issues is made available from the SEELB, the Pastoral Vice Principal decides which members of staff attend.

The Designated Teacher for Drugs will ensure that the appropriate themes are covered under Personal Development for each year group. It is the responsibility of the classroom teacher to include drugs education in other subject areas if it forms part of the Northern Ireland Curriculum, and to spend an adequate amount of time delivering drugs education.

6.1 RESOURCES

The main resources used for the delivery of the drugs education programme are:

Year 8	Insync and Chrysalis
Year 9	Insync and Chrysalis
Year 10	Chrysalis and SHAHRP
Year 11	SHAHRP and LLW
Year 14	PSNI Talks

Information about specific drugs can be found at www.talktofrank.com

A representative group of pupils will be consulted when the policy is under review (see Appendix 8)

6.2 OUTSIDE AGENCIES

Assumption Grammar School may use outside agencies to help deliver the drug education programme providing 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.
- The agency is familiar with the school's drug policy and is prepared to adhere to it.
- The resources used are appropriate to the age range and maturity of the pupils.
- The visitor(s) to the school are clear that confidentiality cannot be maintained and any disclosure which might suggest that a pupil is at risk must be passed to the designated teacher for drugs.
- The teacher will always be present when a visitor to the school is taking a class.
- Outside agencies will be asked to complete the External Agencies Form – Appendix 5

7 LINKS WITH PARENTS, THE COMMUNITY AND THE POLICE

Parents play a vital role in the prevention of drug misuse. A representative group will be consulted in the review of the school drug policy (see Appendix 9). Parents will be informed when external agencies are being used to address drugs related issues and are encouraged to play an active role in homework tasks, and discuss drug issues with their child whenever possible. The Drugs Policy makes parents aware of the school's procedures for dealing with drug related incidents.

The school endeavours to work closely with the local community to help reduce the number of drug related incidents and is available on the school's website.

Assumption Grammar 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.

Community and Schools Involvement Officers offer advice and support when it is needed.

8 THE ROLE OF THE DESIGNATED TEACHER FOR DRUG RELATED INCIDENTS

The Pastoral Vice Principal is responsible for the co-ordination of the arrangements to deal with individual cases of suspected or actual drug misuse. Her role includes:

- Coordinating of planning of curricular provision
- Implementing procedures as outlined in this policy for dealing with an incident
- Receiving any substance and associated paraphernalia found in school
- Regularly updating staff on the policy and the procedures for dealing with a drug related incident
- Liaising with the Principal on any drug related incident
- Liaising with other staff responsible for pastoral care
- Liaison with outside agencies in relation to drug related incidents
- The induction of new staff and training of existing staff as appropriate
- Reviewing and updating the school drug policy after an incident and when required.
- Completing an incident report form.

8.1 THE ROLE OF THE PRINCIPAL

It is the responsibility of the Principal to ensure that correct procedure is followed if a drug incident occurs. His role includes:

- Determining the circumstances surrounding incidents.
- Liaising with the PSNI.
- Ensuring pupils' welfare.
- Handling, storage and safe disposal of any drug/drugs related paraphernalia.
- Liaising with the Board of Governors and SEELB.
- Ensuring the completion of a written report and forwarding to the Board of Governors and SEELB.
- Contacting parent / guardian of pupil/s involved.

8.2 THE ROLE OF THE BOARD OF GOVERNORS

School governors have the responsibility for their individual school and foster and support the development and on-going review of the policy and education programme. Their role includes:

- Facilitation of the consultative process whereby the school community can respond and contribute to the effectiveness and quality of the policy and programme which they examine and approve prior to implementation in the school.
- Ensuring that awareness of how to access the policy is published in the school prospectus.
- Ensuring that it is reviewed at regular intervals.

9 MONITORING AND EVALUATING

The school drugs education policy is periodically reviewed to reflect changing circumstances and trends in drug use. Staff are consulted when the policy is under review (see Appendix 10). The programmes of study for drugs education are continually reviewed and any changes deemed necessary are implemented.

The policy, when reviewed, is presented to staff and new staff are made aware of how to access the policy.

The policy can also be accessed from the school website.

APPENDIX 1

PROCEDURES FOR HANDLING ALCOHOL MISUSE

The school premises are an alcohol free zone. The school does not allow any alcohol to be consumed during school hours. This applies to visitors, staff and pupils.

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

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

PROCEDURES FOR HANDLING TOBACCO MISUSE

The school is a restricted environment with no one being permitted to smoke on the school premises.

Adults breaking this rule will be advised by other members of staff.

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

THE MANAGEMENT OF SOLVENTS

Pupils are not permitted to bring solvents or aerosols into school. This includes tippex fluid and spray deodorants.

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.

APPENDIX 2 - THE LAW IN NORTHERN IRELAND

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

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

If staff have taken possession of a substance for the purposes of protecting a pupil from harm and from committing an offence; they should under no circumstance, try to analyse or identify it. If they suspect it to be LSD, they should wear gloves when handling it, to avoid ingestion through the skin. The drug should be immediately stored in a safe place, and the police contacted.

MISUSE OF DRUGS ACT 1971

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

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

The offences listed above are relevant offences.

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

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

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

CRIMINAL LAW ACT (NORTHERN IRELAND) 1967

Section 5 Penalties for concealing offences etc.

(1) ...Where a person has committed a relevant offence, it shall be the duty of every other person, who knows or believes

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

to give that information, within a reasonable time, to a constable and if, without reasonable excuse, he fails to do so he shall be guilty of an offence.

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

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

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

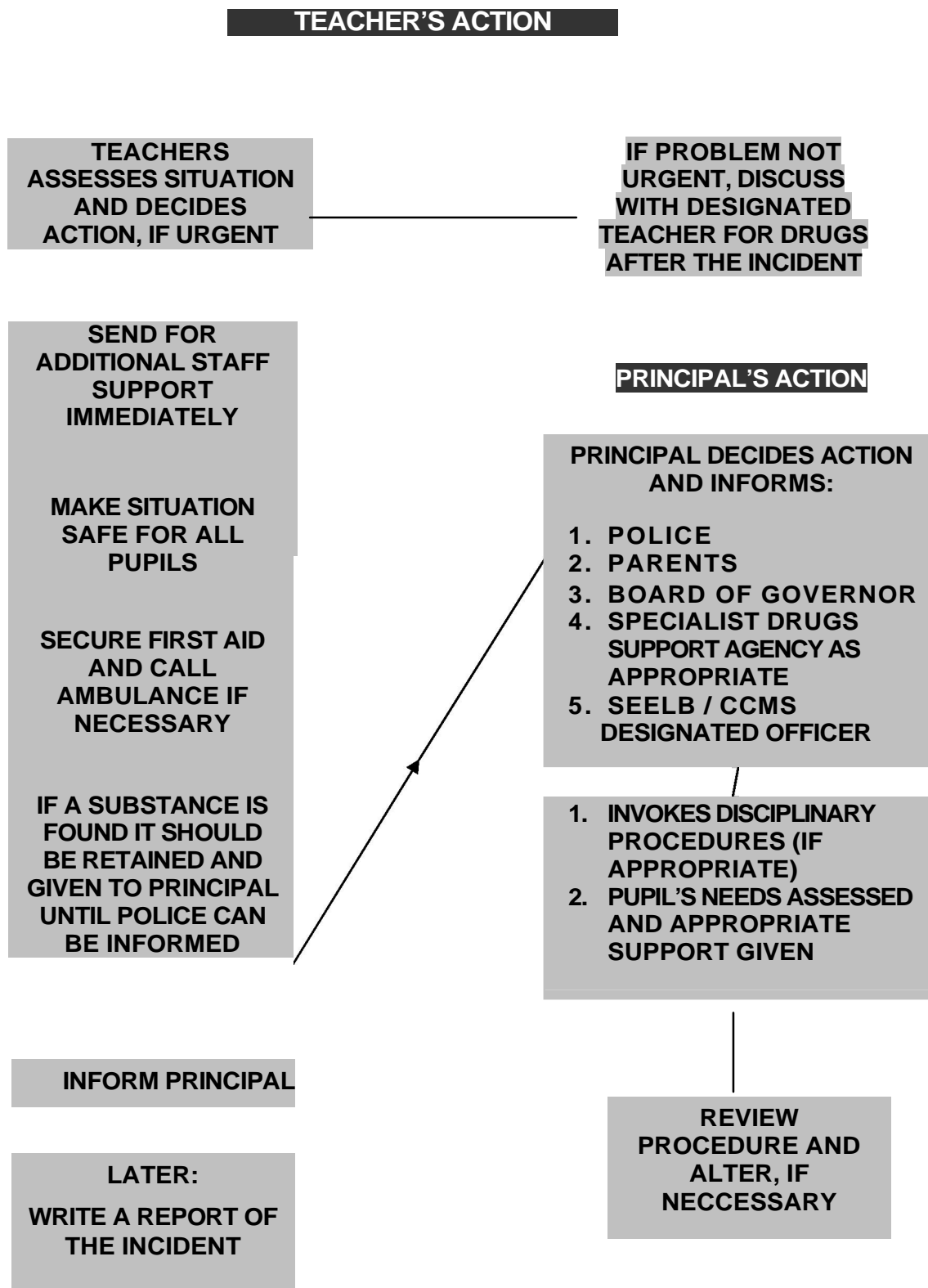
These powers of arrest are available to non-police and, as the following drug offences fall within the definition of Relevant Offence, are available for use in such circumstances.

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

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

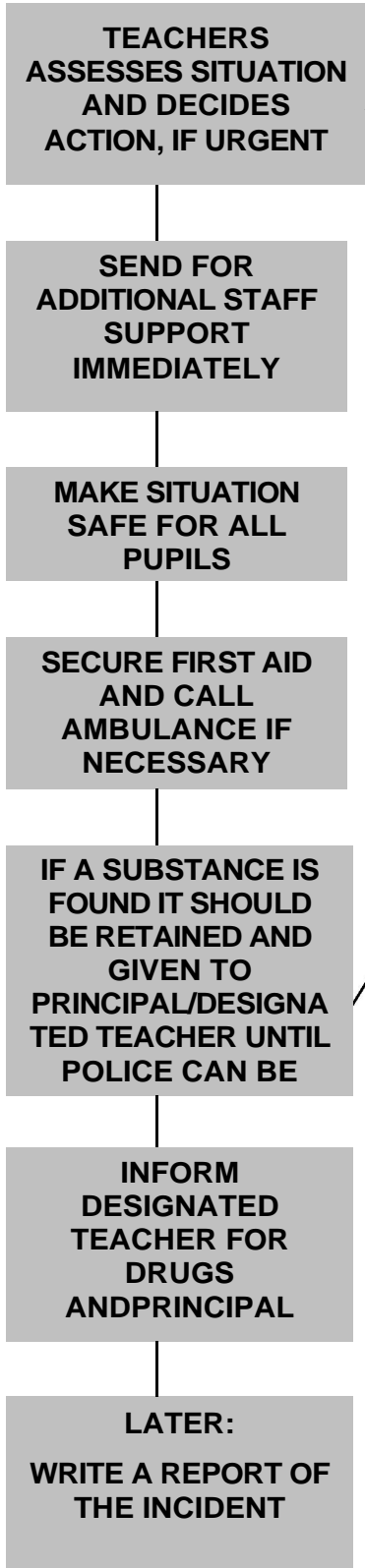
APPENDIX 3 - HANDLING INCIDENTS

Action to be taken in the event of a suspected incident of drug misuse where the designated teacher for drug issues is the Principal:



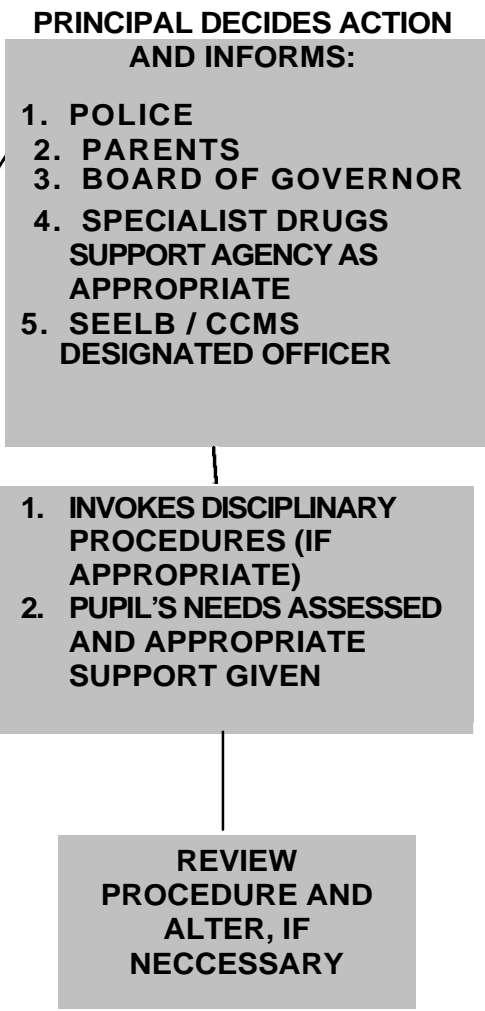
Action to be taken in the event of a suspected incident of drug misuse where the designated teacher for drug issues is not the Principal:

TEACHER'S ACTION



IF PROBLEM NOT URGENT, DISCUSS WITH DESIGNATED TEACHER FOR DRUGS AFTER THE INCIDENT

PRINCIPAL'S ACTION



Managing an Incident - Summary

Actions by members of staff in the event of a suspected drugs-related incident:

1 Individual Staff Member

- Assess situation and decide action;
- Secure First Aid and send for additional staff support if necessary;
- Make situation safe for all pupils and other members of staff;
- Carefully gather up any drugs and/or associated paraphernalia/evidence. Pass all information/evidence to the designated teacher for drugs; and
- Write a brief factual report of the incident and forward it to the designated teacher for drugs.

2 Designated Teacher for Drugs

- Respond to first aiders advice/recommendations regarding the incident;
- In the case of an emergency inform parents/guardians immediately;
- Take possession of any substance(s) and associated paraphernalia found;
- Inform Principal;
- Take initial responsibility for pupil(s) involved in suspected incident; and
- Complete an incident report form (see Appendix 7) and forward it to the Principal.

3 Principal

- Determine the circumstances surrounding the incident;
 - Ensure that the following people are informed where relevant: Parents/guardians;
 - Community and Schools Involvement Officer (CSIO); - Board of Governors;
 - Designated Officer in ELB/CCMS.
- Agree pastoral and disciplinary responses including counselling services/support;

- Forward a copy of the incident report form to the chairperson of the Board of Governors and the designated officer within the ELB and CCMS if appropriate; and
- Review procedures and amend, if necessary.

APPENDIX 4 – EMERGENCY FIRST AID

STAFF WITH TRAINING IN FIRST AID

Mrs C Irving	Trained January 2010
Mrs H McCambridge	Trained January 2010
Mr. R Murphy	Trained January 2010
Mrs B McAfee	Trained October 2009
Miss. C Carson	Trained January 2010
Mr D Goddard	Trained January 2010
Mrs E Collins	Trained January 2010
Mrs M Wells	Trained January 2010
Mr J Leonard	Trained January 2010
Dr P Scullion	Trained January 2010
Mr P Jeffers	Trained January 2010
Mr G Toner	Trained January 2010
Mrs P Murray	Trained January 2010
Mrs F Noonan	Trained January 2010
Mr I Hackney	Trained January 2010
Mr G Fitzsimons	Trained January 2010

Emergency Action for all members of the school community:

In the event of finding someone collapsed and unconscious, summon help and follow these procedures until help arrives:

1. Check that the mouth is free of obstruction and the airway clear.
2. If necessary pull the tongue forward.
3. Loosen clothing at the neck-line.
4. Place the person in the recovery position with the head forward.
5. Check for chest movement and colour of face, lips and tongue; if these begin to turn blue, a person qualified in first aid should resuscitate.

Appendix 5: Exemplar Form when using External Agencies

Drugs Education Programme – External Agency

School: _____ Agency: _____

Principal: _____ Agency contact: _____

Contact Teacher: _____ Tel No: _____

Tel No: _____ Fax No: _____

Fax No: _____ E-mail: _____

E-mail: _____

Agreed Aims

Sessions to be Delivered

Date(s): _____

Times(s): _____

Audience

Number of participants:

Type of group (age, ability, etc)

Methodology

(Brief description of programme content and methods)

Intended Learning Outcomes

Evaluation

(Brief description of how this will be conducted and reported)

Signed _____ (Contact Teacher/Principal)

Signed: _____ (Agency contact) Date: _____

Appendix 6: THE MANAGEMENT OF PRESCRIBED MEDICINES

Medication

1. **NO medication is administered by school staff.**
In exceptional circumstances, a parent may request, in writing, for the relaxation of this rule.
2. If a pupil is on long term medication, the parent must inform the Head of Section in writing. This information will be kept in the pupil's record.
3. It is specifically forbidden for a pupil to give medication of any kind to another student, including inhalers. In view of the seriousness of this regulation, any infringement may result in suspension and permanent exclusion considered.

Inhalers and Epipens

It is recommended that pupils, who use inhalers and/or epipens should keep an extra inhaler/epipen* clearly labelled with their name in the Medical Room.

*A pupil's epipen must have a photograph attached.

First Aid Kits are situated as follows:

Medical Room
Art Room
Canteen
Science Laboratories
PE Department
Technology Suite
Home Economics Prep Room

Burns Boxes are available from:

Canteen
Home Economics
Biology
Technology

Asthma / Epilepsy / Diabetic Reaction

In the case of an asthmatic attack, epileptic seizure or diabetic reaction where it is not advisable to move the pupil, inform the secretary in Reception. The Nurse/ Section Head will assess the situation and take appropriate action. It is imperative that the remainder of the class is kept calm. If in doubt summon medical help and contact parents. Record date and time.

MAJOR ACCIDENT

The teacher should keep the pupil comfortable and calm until medical assistance arrives.

The School Nurse/ Section Head will summon medical help - doctor/ambulance. The Head of Section and Principal must be informed.

Every effort should be made to contact parents. The date and time of the accident should be recorded.

Parents should accompany the pupil to hospital/clinic. A member of staff should accompany the pupil in the absence of parents and should remain with the pupil until the parent/guardian arrives.

Any follow-up to accidents or further information provided by Doctor/hospital should be recorded and reported to the Bursar/ School Nurse and Section Head.

High risk departments i.e. Science, Technology, PE, Home Economics have some slight variations on the above procedures. (See individual departmental policies)

For information on asthma, epilepsy and diabetes see the School Nurse and posters in Staff Room.

All accidents must be recorded on the Accident report Form (Available from Reception) by the teacher present or first on the scene and given to the Bursar.

APPENDIX 7

RECORD OF DRUG RELATED INCIDENT

LIMITED ACCESS ONLY

<p>1. Name of Pupil / Young person _____ DOB _____ Address _____ School / Youth Club _____</p>
<p>3. Date of Incident _____ Reported by _____ Time of Incident _____ Location of Incident _____</p>
<p>5. First Aid given YES / NO Administered by _____ Ambulance/Doctor Called YES / NO Time of Call _____ Drug Involved (if known) _____ Sample Found YES / NO</p>
<p>7. Parent Informed YES / NO Date _____ Time _____ By whom _____</p>
<p>5. Where sample retained _____ or Date Sample Destroyed _____ Time _____ Witnessed by _____</p>
<p>7. Police Informed YES / NO Date _____ Time _____ By _____ Name of Station / Officer _____</p>
<p>7. SEELB Drug Education Officer Informed YES / NO Date _____ Time _____ By whom _____</p>
<p>8. Form completed by _____ Date _____ Position _____ Countersigned by School Principal/Board Officer _____ Dated _____</p>

ASSUMPTION GRAMMAR SCHOOL

QUESTIONNAIRE FOR STUDENTS

In order to help us update our current Drugs Policy, we would appreciate if you could answer the following questions as honestly as possible.

- 1 Where do you get MOST of your information about drugs? Remember to tick ONE box only!
- TV/News Magazines/Books Family/Relatives
 Friends Teachers/Talks at school
 Someone else Who? _____
- 2 How much would you say you know about drugs on a scale of 1 (nothing at all) to 5 (Loads)?
- 1 Nothing at all
 2 Very little
 3 Little bits but not enough
 4 Quite a lot
 5 Loads
- 3 Have you had any classes on drugs education since you've been at this school (including tobacco and alcohol)?
- Yes No if you answered No - Go to Question 8
- 4 What subject(s) did you have these drugs education classes in (including tobacco and alcohol)?
- Science RE PE HE English
 RSE Form Class Some other class Which? _____
- 5 How helpful did you find these drugs education classes (including tobacco and alcohol)?
- I didn't find out anything new
 I found out quite a lot of things I didn't know
 Everything I found out was new
 I found out a few new things
- 6 What did you enjoy most about the drugs education classes (including tobacco and alcohol)?
- _____
- _____

7 What did you enjoy least about the drugs education classes (including tobacco and alcohol)?

8 If you were organising the drugs education programme in your school, what would be the ONE most important thing it would include?

9 Do you know what happens when:

- | | | |
|---|------------------------------|-----------------------------|
| Someone is found smoking in school | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Someone is found drinking alcohol in school | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Someone is found selling alcohol in school | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Someone is found drunk in school | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Someone is found in possession of illegal drugs in school | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Someone is found taking illegal drugs in school | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Someone is found selling illegal drugs in school | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Thank you for taking time to fill the Questionnaire.

ASSUMPTION GRAMMAR SCHOOL

QUESTIONNAIRE FOR PARENTS

In order to help us update our current Drugs Policy, we would appreciate if you could answer the following questions as honestly as possible.

- 1 Are you familiar with the school's Drugs Policy?
Yes No Never heard of it

- 2 Are you aware of how you can access the Drugs Policy?
Yes No

- 3 Are you familiar with the school's drugs education programme?
Yes No Never heard of it

- 4 Would you like to know more about the school's drugs education programme?
Yes No

- 5 Would you be interested in any of the following? (Please tick \surd)
Receiving a copy of the school's Drugs Policy
Becoming involved in reviewing the school's Drugs Policy
Attending an information session on the school's drugs education programme
Having an opportunity to see the resources available or used in the school's drugs education programme
Receiving drugs information leaflets from the school

Comments (including suggested amendments)

Thank you for taking time to fill the Questionnaire.

ASSUMPTION GRAMMAR SCHOOL

QUESTIONNAIRE FOR STAFF

In order to help us update our current Drugs Policy, we would appreciate if you could answer the following questions as honestly as possible.

- 1 Are you familiar with the school's Drugs Policy?
Yes No

- 2 Have you received a copy of the school's Drugs Policy?
Yes No

- 3 Do you know who the designated teacher for drugs is within the school?
Yes No

- 4 Are you familiar with the school's position on: (Please ✓)
Confidentiality
Procedures for inviting/using visitors
Procedures for dealing with an allegation of an incident of suspected drug
misuse

- 5 Do you think the school's Drugs Policy is workable?
Yes No

Please explain _____

- 6 Are you involved in delivering the drugs education programme?
Yes No

- 7 In your opinion which areas of the drugs education programme have been successful?

- 8 In your opinion which areas of drugs education have not worked well?

- 9 What, in your opinion, are the reasons for this? (Questions 7 and 8)

10 In your opinion what aspects of the drugs education programme are not meeting the needs of the pupils?

11 Have you participated in any in-service training about using active learning approaches in your teaching?

- in the last year in the last 2 years
 in the last 4 years never

12 Have you received any in-service training about basic drugs awareness or procedures for handling suspected drugs-related incidents?

- in the last year in the last 2 years
 in the last 4 years never

Training needs assessment:

How competent do you feel in each of the following areas?

	Very	Not
Trends in young people's drug use	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
Legal issues relating to drug use	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
Society's attitude towards drug use	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
Approaches to drug and alcohol education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
Interactive teaching methodologies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
Building self-esteem	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
Dealing with drugs-related incidents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
Specialised support available to pupils	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4

Thank you for taking time to fill the Questionnaire.

This policy has been agreed and formally adopted by the Board of Governors of Assumption Grammar School.

Signature: _____
(*Chairperson of the Board of Governors*)

Date: _____

Signature: _____
(*Principal*)

Date: _____