

# St. Patrick's Academy Drugs Education Policy



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## **SECTION 1: INTRODUCTION**

### **RATIONALE**

St. Patrick's Academy recognises that it has a vital role to play in educating our young people to deal with the pressures they face in our society. As a school we are committed to the development of the whole child and we recognise the need to maintain an ethos within the school which promotes individual empowerment, and values such as tolerance, honesty and respect. Drug abuse is a whole community issue and as such we recognise that the school alone will not single-handedly solve the problem. We will work in partnership with parents and outside agencies to seek to prevent the onset of drug misuse.

### **DEFINITIONS**

The word 'drug' is defined as any substance which when taken, has the effect of altering the way a person behaves, feels, sees or thinks. Such substances include:

- Illegal Drugs: those substances listed as controlled drugs.
- Illicit Drugs: include socially unacceptable legal drugs e.g. poppers, solvents, magic mushrooms and underage consumption of alcohol and tobacco.
- Prescription Drugs: those which are issued on prescription by a doctor.

### **AIMS OF DRUGS POLICY**

- To develop a consistent approach to drugs-related issues;
- To develop and implement a drugs education programme within the curriculum;
- To establish procedures for dealing with drug-related issues and incidents, including issues of suspected drug misuse.

## **SECTION 2: DEVELOPMENT AND IMPLEMENTATION**

### **ROLES AND RESPONSIBILITIES**

#### **The Role of the Board of Governors**

##### **To:**

- foster and support the development and on-going review of the drugs policy and education programme;
- facilitate the consultative process, whereby the school community can respond and contribute to the effectiveness and quality of the policy and programme which the governors should examine and approve prior to their implementation in the school;
- ensure that an outline of the policy is published in the school prospectus and that it is reviewed at regular intervals;
- be fully aware of, and adequately trained to deal with, suspected drugs-related incidents;
- have a designated governor for drugs who has received specific training in drugs-related issues;

### **The Role of the Principal**

**To:**

- determine the circumstances surrounding any 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, for the pupils involved and, if relevant, other pupils in the school;
- ensure that drugs/drugs related paraphernalia are handled, stored and disposed of safely;
- 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; and
- review procedures and amend, if necessary.

### **The Role of the Designated Teacher for Drugs (Mrs F McIlvanna)**

**To:**

- co-ordinate curricular provision for drugs education in line with statutory provisions and in liaison with other staff responsible for pastoral care;
- co-ordinate procedures for dealing with suspected drugs-related incidents;
- co-ordinate the training and induction of new staff in relation to these procedures;
- liaise with outside agencies;
- take possession of any substance(s) and associated paraphernalia found.

In relation to a specific incident:

- respond to first aiders (see appendix 3 for a list of names) 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 immediately;
- take initial responsibility for pupil(s) involved;
- complete an incident report form, and forward to the principal

### **The Role of the Individual Staff Member (teaching and ancillary)**

**To:**

- 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 on 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.

See appendix 4 for flowchart outlining management of incidents.

## **TRAINING OF STAFF**

It is recommended that all staff have access to training every two years to help keep them informed and up-to-date in the recognition of drugs, their symptoms and other related issues.

The training will be provided by the SELB and/or other relevant Support Staff.

## **OVERVIEW OF THE DRUGS EDUCATION PROGRAMME**

- i.) A drugs education programme is just one part of a whole school response to drug misuse. Our drugs education programme is an integral part of the PSHE (Personal, Social and Health education) programme and aims to:
  - provide accurate and up to date information on drugs and their effects on health;
  - introduce opportunities for pupils to enhance their self-respect, personal competence and self-esteem;
  - ensure continuity and progression in the knowledge, understanding, skills, attitudes and values being addressed;
  - ensure that the content and teaching methods used are appropriate to the age, maturity and experiences of the pupils;
- ii.) The Drugs Education Co-ordinator, in liaison with the senior teacher with responsibility for pastoral care, will review the content of the programme and teaching methods used on a yearly basis and make amendments where relevant.
- iii.) Harm reduction methods will not be employed in the drugs programme in the classroom.

See appendix 1 for overview of programme.

## **PROCEDURES FOR USING OUTSIDE AGENCIES IN THE SCHOOL**

Outside speakers can fulfil a valuable expert role in the drugs education programme. They do not provide a substitute for effective lessons, but rather a potential resource which can be deployed within the overall programme.

Where outside speakers are involved their contribution must be properly planned as part of an overall teaching programme.

To be most effective, their visit should be prepared for in class, their contribution should complement the rest of the programme, the tone and substance should match the age, maturity and state of readiness of the pupil involved, and teachers should always be present so that they are able to deal with any likely follow-up questions or concerns.

See appendix 2

## **MISUSE OF SOLVENTS, ALCOHOL AND TOBACCO**

- (i) In the interests of health and safety pupils must not use, be under the influence of, receive, distribute, have in their possession or bring to the school: solvents, alcohol or any other dangerous substance. It is the policy of the school to keep the premises free from such substances students who do not comply will suffer sanctions deemed appropriate by the school principal. Where appropriate pastoral support will be provided.
- (ii) St. Patrick's Academy operates a No-Smoking Policy. Smoking is STRICTLY forbidden and applies at all times while in uniform or on any school outings. Pupils are forbidden to have in their possession cigarettes, matches, lighters etc. Breach of these regulations will

warrant a severe sanction. Pupils who are found smoking should be brought to the Principal or Vice Principal.

### **STAFF USE OF TOBACCO AND ALCOHOL**

St. Patrick's Academy is a Health Promoting School. Smoking is strictly forbidden in all school buildings and grounds at all times.

### **COMMUNICATING THE POLICY TO PARENTS AND OTHER RELEVANT AGENCIES**

The policy on Drugs is to be relayed to parents and any other relevant personnel or agency working in the school. An outline of the policy will be accessible to parents in the School Prospectus and the Planner. On request, by a parent, the full policy will be attainable at any time. Parents are encouraged to comment on any aspect of the policy at any time.

### **MONITORING, REVIEWING AND EVALUATING**

This policy will be reviewed every two years in consultation with staff, pupils and parents using the guidelines outlined in the DE document 'Together Towards Improvement'.

Evaluation will cover:

- The drugs education programme
- The effectiveness of procedures for dealing with suspected incidents of drug misuse

See appendix 7 for evaluation forms.

## **SECTION 3: MANAGING SUSPECTED DRUGS-RELATED INCIDENTS**

### **PROCEDURES FOR DEALING WITH ILLEGAL DRUG-RELATED INCIDENTS**

The guidance outlined on the flowchart (Appendix 4) is to be followed in the event of any potential illegal drug-related incident in the school. All staff should make be aware of their responsibilities. The local CSIO (within the PSNI) must be notified in every case where a pupil is found to have, or is suspected of having, controlled drugs in his/her possession, either on his/her person or in his/her belongings, or where controlled drugs are found on the school premises.

- **Illness/inappropriate Behaviour**

Any illness/inappropriate behaviour as a result of suspected drug misuse should be brought to the attention of the designated teacher for drugs (Mrs F McIlvanna) or the designated teacher for child protection (Mrs M McMahan) within the school. No judgement should be made until the circumstances surrounding the incident have been determined.

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

The law permits school staff to take temporary possession of a substance suspected of being a controlled drug for the purpose of protecting a pupil from harm and from committing the offence of possession. As soon as possible, the teacher should take the suspected substance and any associated equipment and/or paraphernalia to the designated teacher for drugs, who should arrange for its safe storage until it can be handed over to the local police to identify whether or not it is a controlled drug. School staff should not attempt to analyse or taste an unidentified substance. An adult witness should be present when confiscations occur and a record be kept of the details.

- **An Allegation of a Suspected Controlled Drugs-related incident**

If the designated teacher for drugs is informed of alleged possession, it may be appropriate to search a pupil's desk or locker if there is cause to believe it contains unlawful items, including controlled drugs. However, personal belongings within the desk or locker cannot be searched without consent. A search of the pupil's personal belongings, including schoolbag, coat or other items should only be made with the pupil's consent. Such a search should be made in the presence of the pupil and another adult witness. A member of staff should never carry out a physical search of a pupil.

- **Possession, Possession with Intent to Supply and Supply of Controlled Drugs**

Pupil involvement in drug-related incidents may take a number of forms, including: possession, possession with intent to supply and supply of controlled drugs. It is illegal for pupils to be in possession of controlled drugs. If a member of staff discovers a pupil in possession of what he/she believe to be a controlled drug, he/she should attempt to take possession of the drug and escort the pupil(s) to the designated teacher for drugs (Mrs F McIlvanna) who will deal with the incident.

- **Detaining a Pupil**

When managing a suspected drugs-related incident the pupil(s) concerned should be invited to remain in school under the supervision of appropriate members of staff until parents/guardians and police arrive.

If the pupil refuses to remain the school cannot as a rule detain a pupil against his/her will. It is important for members of school management to recognise:

- a. the point at which a pupil becomes a danger to him/herself or to others;
- b. their duty of protection as a result of being in *loco parentis*.

- **Finding Drugs-related Paraphernalia**

Any member of the school community who encounters drugs paraphernalia should use extreme care as such items can be hazardous. A list of items is included in appendix 5. The presence of such materials should be reported to the designated teacher for drugs.

- **Communication following the incident**

Information about incidents should only be disclosed to members of staff with the pastoral needs of the individual pupil. Only the parents/guardians of the pupil(s) directly involved should be informed of the incident and subsequent outcomes.

- **Approaches from the media regarding substance abuse will be dealt with by the Principal only or by her representative.**

## SECTION 4: SCHOOL RESPONSE

- It would not be appropriate to prescribe specific sanctions which should be applied to suspected drugs-related incidents. The Principal retains responsibility 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 involvement e.g.: using, supplying.

- A range of factors may be relevant and need exploration to determine the seriousness and needs of those involved and an appropriate response: For example:
  - Does the pupil admit or deny the allegations?
  - Is this a first or subsequent offence?
  - Is the drug legal or illegal?
  - What quantity of the drug was involved?
  - What was the pupil's motivation?
  - Is the pupil knowledgeable and careful or reckless as to his/her own or others' safety?
  - Does the pupil have a parent/guardian 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 illegal supply is suspected, 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?
- At all times the needs of individual pupils must be considered and appropriate interventions and support mechanisms put in place.
- **The fact that certain behaviour could constitute a violation of the criminal law should not, in itself, be taken as automatically leading to the exclusion of a pupil.** However, particularly in cases of supplying, the need to protect the majority of pupils from unhealthy exposure to potentially dangerous substances must be borne in mind when decisions are made in response to individual incidents.
- The school will consider a range of options for responding to the identified needs of those involved in a drugs-related incident. Whatever response is put in place, it should always aim to provide pupils with the opportunity to learn from his/her mistakes and to develop as individuals. Any sanction imposed should be justifiable in terms of:
  - The seriousness of the incident
  - The identified needs of the pupil, other pupils, the school and the community
  - Consistency with published school rules and expectations
  - Consistency with disciplinary action for breaches of other school rules (such as theft, violence, bullying).
- In the case of serious breaches of discipline or while a suspected drugs-related incident is being investigated, a Behaviour Contract may be drawn up and agreed by the pupil and the parent/guardians. The contract should clearly set out the terms on which the pupil can remain at school and include monitoring of his/her progress. This may require the pupil to be '*internally excluded*' from normal contact with peers during the school day for a fixed period in the first instance, until his/her behaviour has improved. Such an approach may incorporate intensive drugs education input to boost the pupil's understanding. This may be supported by outside agencies such as Education Welfare Officers, Counselling Services, etc.

- Any suspension or exclusion must be considered and carried out within the terms of schemes prepared by the Board of Governors of the school. Guidance may be taken from SELB and/or CCMS procedures.
- Parents/guardians will be informed by the Principal or Vice-Principal when a case of possible substance misuse is being investigated. Parents will be kept informed of the disciplinary procedures.

## **PASTORAL CARE**

- During and after any incident it is imperative that the individual needs of any pupil(s) involved are addressed. This should involve the pupil(s), principal, parents/guardians, designated teacher for drugs and appropriate pastoral care staff. This may also involve the CSIO and the Education Welfare Officer (EWO).

Communication between staff and the early involvement of parents/guardians may set the scene for early, supportive, pastoral intervention.

- In some instances, either before or following a drugs incident, counselling may be identified as potentially valuable to the pupil. It may be provided either on school premises or elsewhere. Counselling rarely focuses on drug misuse alone, and can consider more holistic needs, which may underlie or herald drugs-related problems.

Appendix 6 outlines some of the support services available locally to help pupils.

## **CONFIDENTIALITY**

- The School can never guarantee confidentiality to pupils; any disclosures relating to the misuse of substances must be passed on to the designated teacher, and where appropriate then on to the PSNI, and SELB. This applies to all teaching staff, counsellors working on behalf of the school and any visiting speakers to the school. Members of staff should consider their response very carefully if asked for advice on drug use or misuse. Members of staff can direct pupils to sources of confidential information and advice.

**Appendix 1: Drugs Education Overview****Unit of Work:** Drugs Awareness (derived from CCEA Key Stage 3 Personal Development Programme)**Year 8**

<b>Description of Unit</b>		
This unit enables students to understand the effects on the body of legal and illegal substances and the risks and consequences of their misuse.		
<b>Learning Intentions</b>	<b>Key Elements</b>	<b>Thinking Skills &amp; Personal Capabilities</b>
<ul style="list-style-type: none"> <li>• To understand what influences behaviour and attitudes.</li> <li>• To understand how choices have consequences</li> <li>• To develop decision making skills</li> <li>• To respect other people's decisions</li> <li>• To identify why some people use drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Personal understanding</li> <li>• Personal health</li> <li>• Moral character</li> </ul>	<p><b><u>Major Focus:</u></b></p> <ul style="list-style-type: none"> <li>• Thinking skills</li> <li>• Working with others</li> <li>• Communication</li> </ul> <p><b><u>Lesser focus:</u></b></p> <ul style="list-style-type: none"> <li>• Being creative</li> </ul>
<b>Learning Outcomes</b>		<b>Possible Links with other Areas of Learning/Subject strands</b>
<ul style="list-style-type: none"> <li>• Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions</li> <li>• Work effectively with others</li> </ul>		<ul style="list-style-type: none"> <li>• Science and Technology</li> <li>• Religious Education</li> <li>• Environment and society</li> <li>• Physical Education</li> </ul>

**Unit of Work:** Who's choosing? (adapted form school's PSHE programme)

**Year 9**

<p><b>Description of Unit</b>                  This unit enables pupils to understand the influences in their lives and enable them to value their own individual nature.</p>		
<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>• To understand the value of uniqueness.</li> <li>• To understand where peer pressure occurs</li> <li>• To develop methods of dealing with peer pressure</li> <li>• To identify goals for the future</li> <li>• To highlight the advantages of good friendships</li> <li>• To become more aware of the dangers of risk taking behaviour</li> </ul>	<p><b>Key Elements</b></p> <ul style="list-style-type: none"> <li>• Personal understanding</li> <li>• Personal health</li> <li>• Moral character</li> </ul>	<p><b>Thinking Skills &amp; Personal Capabilities</b></p> <p><b><u>Major Focus:</u></b></p> <ul style="list-style-type: none"> <li>• Thinking skills</li> <li>• Working with others</li> <li>• Communication</li> </ul> <p><b><u>Lesser focus:</u></b></p> <ul style="list-style-type: none"> <li>• Being creative</li> </ul>
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improve ability to make informed decisions in an assertive manner.</li> <li>• Increased appreciation of their own individual nature</li> </ul>		<p><b>Possible Links with other Areas of Learning/Subject strands</b></p> <ul style="list-style-type: none"> <li>• Science and Technology</li> <li>• Religious Education</li> <li>• Environment and society</li> <li>• Physical Education</li> </ul>

**Unit of Work:** Assertiveness & Decisions and Outcomes (adapted form school's PSHE programme)

**Year 10**

<p><b>Description of Unit</b>                  This unit enables pupils to understand how they can be more assertive and hoe to develop an effective decision making process.</p>		
<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>• To enable pupils to be assertive</li> <li>• To develop skills for coping with 'put downs'</li> <li>• To understand and describe how decisions are influenced</li> <li>• The understand the possible consequences of particular decisions</li> <li>• Develop a process for effective decision making</li> </ul>	<p><b>Key Elements</b></p> <ul style="list-style-type: none"> <li>• Personal understanding</li> <li>• Moral character</li> </ul>	<p><b>Thinking Skills &amp; Personal Capabilities</b></p> <p><b><u>Major Focus:</u></b></p> <ul style="list-style-type: none"> <li>• Thinking skills</li> <li>• Working with others</li> <li>• Communication</li> </ul> <p><b><u>Lesser focus:</u></b></p> <ul style="list-style-type: none"> <li>• Being creative</li> </ul>
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improve ability to make informed decisions in an assertive manner.</li> <li>• Ability to implement an effective decision making process.</li> </ul>		<p><b>Possible Links with other Areas of Learning/Subject strands</b></p> <ul style="list-style-type: none"> <li>• Science and Technology</li> <li>• Religious Education</li> <li>• Environment and society</li> <li>• Physical Education</li> </ul>

**Unit of Work:** Health and Drugs (studied as part of GCSE Learning for Life and Work) **Year 11**

**Time:** 15 weeks

<p><b>Description of Unit</b></p> <p>This unit enables students to understand the consequences of certain lifestyle choices and to develop the skills which will enable them to manage pressures and influences in their lives.</p>		
<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>• Know and understand the term health.</li> <li>• Know what legal and illegal substances are used and what effects they have.</li> <li>• Understand the consequences of risk taking behaviour and the benefits of a healthy lifestyle.</li> <li>• Be able to manage pressures and influences.</li> <li>• Be able to develop an individual exercise programme.</li> </ul>	<p><b>Key Elements</b></p> <ul style="list-style-type: none"> <li>• Personal understanding</li> <li>• Personal health</li> <li>• Moral character</li> </ul>	<p><b>Thinking Skills &amp; Personal Capabilities</b></p> <p><b><u>Major Focus:</u></b></p> <ul style="list-style-type: none"> <li>• Thinking skills</li> <li>• Working with others</li> </ul> <p><b><u>Lesser focus:</u></b></p> <ul style="list-style-type: none"> <li>• Being creative</li> <li>• Managing information</li> </ul>
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Research and manage information effectively</li> <li>• Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions</li> <li>• Work effectively with others</li> </ul>		<p><b>Possible Links with other Areas of Learning/Subject strands</b></p> <ul style="list-style-type: none"> <li>• Science and Technology</li> <li>• Religious Education</li> <li>• Environment and society</li> <li>• Physical Education</li> </ul>
<p><b>End of Unit Summative Assessment task</b> Completion of a past paper question</p>		

## Appendix 2

### Service Level Agreement for use with External Agencies Working in Schools

I/We have read the school ethos and policies of St. Patrick's Academy, and agree to formally adhere to them:

- in working with young people;
- in the delivery of the programmes outlined below:

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I am/ We are, willing to provide *full* details of material content to:

Senior Management, Teachers, Parents, Governors and other Appropriate Bodies;

I/We agree to fully implement any changes deemed necessary by the above representatives.

I accept the right of the school to withdraw the invitation issued to support the school in the education of our Young people.

I/We formally accept the above terms of reference and in so doing I/we will acknowledge the agreement made.

**Signed** \_\_\_\_\_ **(External Agency)**

**Dated** \_\_\_\_\_

**Countersigned:** \_\_\_\_\_ **(Principal/Board of Governors)**

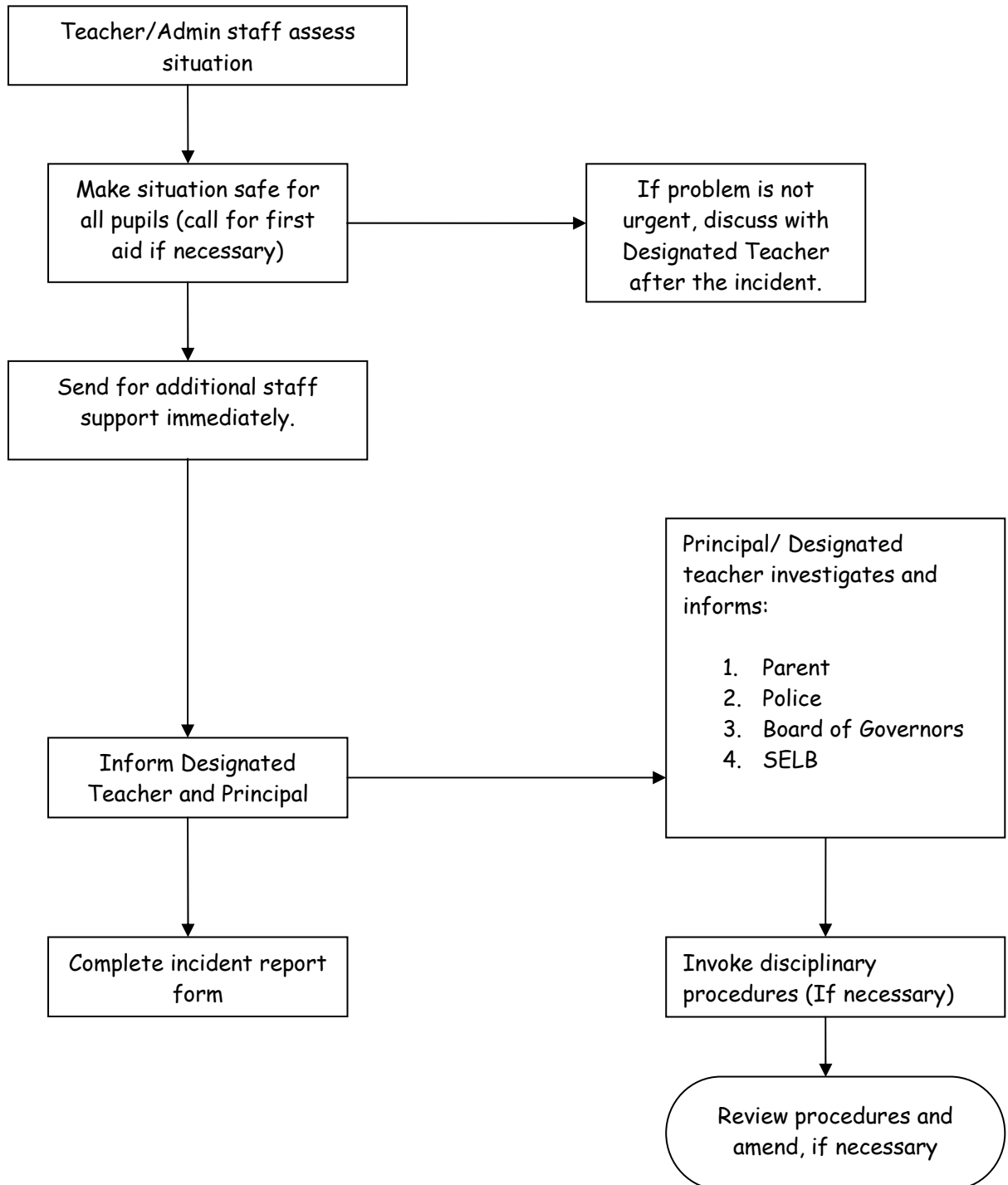
**Dated** \_\_\_\_\_

**Appendix 3****Qualified First Aid Personnel**

<b>Name</b>	<b>Area</b>	<b>Renewal Date</b>
Mr C Gourley	Technology	December 2008
Ms J Clarke	PE	January 2008
Ms J McElroy	Science	February 2008
Mr P Park	Senior Teacher	April 2008
Mrs T Ferran	Science	April 2009
Mr R Campbell	Basketball	June 2010
Mrs A McCloskey	P.E.	June 2010
Mrs O MCVeigh	P.E.	June 2010
Ms P Donaghy	Home Economics	June 2010
Mr P McCormick	History	January 2011

## Appendix 4

### Misuse of Substance Flowchart



### **Appendix 5: Drugs related paraphernalia**

- small bottles, pill boxes;
- hypodermic needles;
- twists of paper;
- cigarette papers, lighters and spent matches;
- roaches (ends of rolled-up cigarettes);
- punctured cans/plastic bottles/containers;
- aerosols, butane gas refills; and
- drugs themselves.

### **Appendix 6: Sources of Advice and Support**

Addiction Service, Armagh & Dungannon Health and Social Services Trust  
02837522381

Breakthru  
02887753228

Childline Northern Ireland  
Freephone: 08001111

Contact Youth Counselling Services  
02890457848

Family Support and Counselling services, Armagh & Dungannon Health and Social Services Trust  
02887789679

Health Promotion Agency Smokers' Helpline  
0800 776600

Parents Advice Centre  
02825650099

Samaritans  
08457909090

Smokebusters  
02890663281

## APPENDIX 7: Monitoring and Evaluation of the School Drugs Policy

### Questionnaire for Parents and Guardians

- 1 Are you familiar with the school's Drugs Policy?  
 Yes                       No                       Never heard of it
- 2 Have you received a summary of the school's 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 )
- 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
  - Receiving drugs information leaflets from the school

Comments (including suggested amendments)

**Questionnaire for Staff**

1. Are you aware of the school's Drug 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

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?

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

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

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

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

In the last year     
  In the last two years     
  In the last four 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 two years     
  In the last four years     
  Never

**Training needs assessment:**

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

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