

POLICY FOR YOUNG PEOPLE AND DRUG EDUCATION

1. Introduction

Longleaze Primary School believes that the misuse of drugs endangers not only our children 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 wellbeing. Drug misuse undermines this and hinders the development of the young person.

The school recognises that young people in today's society are exposed to the risks associated 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.

Drugs education therefore forms an integral part of the school curriculum

2. Purpose of the policy

- To support the school's endeavour to maintain the safety and wellbeing of all pupil's, staff and visitors
- To clarify legal responsibilities, entitlements and obligations
- To support all the members of the school community by providing clear guidance and procedures on drug related issues to ensure clarity and consistency
- To develop a whole school approach to drug education in the context of the school curriculum

3. Key Roles and Responsibilities:

PSHE and C co-ordinator – Mrs Ceri Seal

Drug school coordinator - Mrs Clare Pickard (Head Teacher)

Designated Governor – Mrs Emma Flack

School Council Chairperson

4. Process of Developing the Policy

This policy was developed in line with the example provided by the School Drug Policy Review Process as part of the Healthy Schools programme. It has been written with consultation from the School Council, Senior Leadership Team and Governors. It has been published to parents.

5. Inclusive definition of drugs

We define a drug as a substance which, when taken into the body, changes the way we feel, the way we perceive things, and the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and medicines and other volatile substances.

6. Rationale/Key Principles

It is our aim to help all pupils to be able to take their place safely in a world where a range of drugs exists. We recognise that some drugs have beneficial effects, but also that every drug has a potential harm. For this reason, all drugs need appropriate care and management in order to be able to make informed choices, staff and pupils need to understand the nature of drugs, their social status, their uses and effects.

7. Boundaries, including relevance of the policy to school trips and visits

The legal definition of premises of the school includes everything within the property boundaries including buildings, outbuildings, playgrounds, fields and also extends to include other settings such as vehicles, boats, marquees or any venue managed by the school at the time e.g. premises of a school trip or visit.

8. Drug Education

8.1 Context

We will provide all pupils with drug education as and integral part of our Personal, Social and Health Education (PSHE) and Citizenship programme.

8.2 Ethos

Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practising decision making skills. The programme we follow, Wiltshire Learn 4 Life, is based on national and local guidelines for good practice and is appropriate to the age and experience of our pupils.

8.3 Content and delivery

Teaching is based on an understanding that a variety of approaches should be used to meet the differing needs and learning styles of our children.

See Appendix 1 for details of when Drug education is taught within the school year.

8.4 Use of visitors and outside speakers

Drug Education in Longleaze School is supported by the following:

Life Education Centre

School Nurse

Police Community Officer

We use visitors to support our planned teacher led programme of education, in line with national and local guidance. We are careful to negotiate the use of visitors in line with the protocol within the PSHE policy. Their contribution fits the needs of the school and the visitors are clear how their input fits into our planned programme. The class teacher is always present when visitors are working with our pupils.

8.5 Evaluation

The programme is regularly evaluated through recorded pupil feedback and staff discussions especially at the end of a unit of work

9. Managing Drug Related Incidents

Pupils, staff and visitors to the premises are made aware of the school's drug policy

9.1 Routine Arrangements

- **Medicines**

Longleaze School has a policy and a set procedure for the administration of medicines that must be followed for everyone's safety. Our practice is in line with guidance as recommended by Wiltshire School Health and Safety manual.

- **Alcohol**

Alcohol is not permitted on the school premises nor will it be consumed during the course of the school day except in the following circumstances:

School events in which parents attend, eg School fete, Longleaze School Association arranged event for fundraising purposes.

Staff social event after the school day has finished.

A celebratory event for staff which could occur both within and after school hours.

Or with written permission from the Head Teacher.

Parents and visitors under the effects of alcohol will be asked to leave the premises for the safety of the whole school.

- **Tobacco**

The school is a no smoking building at all times. Children are not permitted to bring to school smoking materials, including matches and lighters. In the interests of health and safety, should a pupil be found in possession of any of these on school premises, they will be confiscated.

- **Solvents**

The school will ensure that potentially hazardous substances are stored safely, and pupils will be supervised if it is necessary that they come into contact with them in the course of their work. Pupils are not permitted to be in possession of sniff able products. Aerosol deodorants are not permitted in school.

- **Illegal Drugs**

No illegal drugs are allowed to be brought on to, or used on school premises. To protect the health and safety of the community regular checks will be made of the site to ensure that drug paraphernalia, particularly needles and syringes, are cleared away safely and legally.

9.2 Incidents

A drug related incident may include any of the following:

- Finding drugs, or related paraphernalia on school premises
- Possession of drugs by an individual on school premises
- Use of drugs by an individual on school premises
- Individuals disclosing information about their drug use
- Reports of drug possession supply or drug use

9.3 Guiding Principles

Longleaze School is aware of its legal responsibilities in regard to drug related incidents and in responding to them.

We seek to work in line with national and local guidance as outlined in the DfE and ACPO drug advice for schools (DfE & ACPO, 2012). The school's first responsibility is for the welfare of the individual, balanced with the need to protect the community as a whole.

The school drug coordinator is normally responsible for coordinating the management of drug related incidents, offering sources of support and liaising with outside agencies. Incidents will be dealt with after making an assessment of the situation and be reported to the Head Teacher.

Appropriate support will be offered to those with substance misuse problems.

Evidence of drug use or possession will not necessarily result in exclusion, which will only be considered in serious cases in line with DfE guidance on exclusion.

The School will always seek to respond appropriately to each individual case by selecting from a range of possible responses, that which is most appropriate.

9.4 Procedures

- **Medical Emergencies**

If an individual is unconscious, is having trouble breathing, is seriously confused or disorientated, has taken a harmful toxic substance or is otherwise at immediate risk of immediate harm, medical help will be sought and first aid given if required. The priority will be the pupil's safety

- **Individuals in possession of drugs**

If any pupil or adult on school premises is found in possession of an unauthorised drug it will be confiscated, whenever possible. If the drug is suspected to be illegal, the school may wish to contact a police officer. If the substance cannot be legally destroyed or disposed of it will be handed to the police as soon as possible and not stored for any longer than is necessary. Talking with an individual about a drug related incident will have as its purpose to confirm or reject suspicions or allegations, rather than to conduct a wider investigation. Parents of pupils will normally be informed and other professionals such as the Young Persons Substance Misuse Service, Youth Service, Police, School Health Service, Social Services, may be informed or consulted as appropriate.

- **Support for Pupils**

At Longleaze the welfare of the child is paramount. We maintain that constructive strategies that enable children to continue to benefit from uninterrupted education are preferable to exclusion.

Following actions to preserve immediate safety, the health and emotional needs of children will be considered. Support is available through the pastoral system to ensure a caring response to children in distress. Interventions will be considered if we feel a child is showing signs which indicate particular risks of, or from, involvement with drugs, whether their own or that of a parent or carer. Such interventions may include consultation and subsequent referral. Exclusion will rarely be considered, as it is recognised that pupils become significantly more vulnerable to drugs than those within formal schooling.

- **Disciplinary responses and Sanctions**

Permanent exclusion is regarded as a last resort when all other options have been exhausted and serious anti-social behaviour still persists. A range of other sanctions are available that may be employed to help children learn from their mistakes and send out a clear warning to others. These include: The removal of certain privileges, agreeing a contract of behaviour. All would be outlined within an individual behaviour plan.

- **Recording**

All incidents involving illegal drugs will be recorded within 24 hours. In some circumstances, it may be deemed appropriate to complete a record for an incident involving unauthorised drugs or a suspicion of drug misuse. Forms will be stored securely in the Head Teacher's office. See Appendix 2.

9.5 Confidentiality

Complete secrecy can never be promised to a pupil, though information given in confidence will not generally be disclosed to anyone else. If a pupil chooses to disclose that they are using a drug without medical authorisation, particularly when seeking support, this information will not be used against them. However action will be taken to ensure that the pupil comes to no serious harm if this is considered a significant risk. Staff have a commitment to inform the pupil in advance of any disclosure of information to others and, if possible, enable the pupil to be involved in the process. Staff are committed to protect a child's anonymity where their disclosure may implicate others. Regarding disclosures, staff need to carefully define and communicate the boundaries offered.

10. Staff Training and Support

Longleaze School recognises the need for staff to receive appropriate training to support their work in delivering the school programme of drug education and dealing appropriately to incidents should they arise. The school drug coordinator will organise training related to the identified needs of staff as required. Training opportunities provided by Wiltshire Healthy Schools are regularly used.

LONG TERM PLANNING OVERVIEW

Appendix 1

KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 1/Year A Outline content	This unit is all about a fresh start with a new class, nurturing a sense of belonging, recognising diversity and establishing class rules and rewards.	This unit could link to a topic about 'People who Help Us'. It incorporates work on road, fire and fireworks safety and anti-bullying.	This unit discusses different things children enjoy and how they like to learn. It explores jobs people do, with a focus on goal setting.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as loss.	This unit focuses on developing personal responsibility and teamwork. Children learn more about medicines, sun safety and healthy lifestyles	This unit is about safety. The children will develop ways of keeping safe in everyday situations, playing outside, cyber / road safety.

<p>Year 1/Year A Assessment outcomes</p>	<p>I know why we have rules in school</p> <p>I can tell you how I am the same and different from my friends</p> <p>I have thought about how to talk about my feelings</p>	<p>I know how to be careful when walking on the pavement</p> <p>I can listen well to other people when they are talking</p> <p>I have thought about how to keep myself safe</p>	<p>I can tell you about the different types of work people do</p> <p>I can tell you some of my strengths as a learner</p> <p>I have thought about how I learn and how I can achieve a goal</p>	<p>I know who my friends and family are</p> <p>I can make people I care about happy</p> <p>I have thought about people who are important to me and how I feel about them</p>	<p>I know that exercise keeps me fit and healthy</p> <p>I know not to touch medicines and that substances in the house can be dangerous</p> <p>I can tell you something that makes me feel proud</p> <p>I have thought about different ways to keep myself healthy</p>	<p>I know my friends can help me and I can help them in times of change</p> <p>I know that some changes are natural and “happen by themselves”</p> <p>I have thought about working with other people to overcome obstacles.</p>
<p>PSHEE Focus</p>	<p>Citizenship (Me & my community)</p>	<p>Safety</p>	<p>Economic Wellbeing</p>	<p>Sex & Relationships Education</p>	<p>Healthy Lifestyles / Drug Education</p>	<p>Resilience / Preparing for Change</p>
<p>‘Wiltshire Worlds’ reference</p>	<p>Our World of Feelings and Relationships</p>	<p>Our World of Risk / Our Cyberworld</p>	<p>Our World of Money</p>	<p>Our World of Feelings and Relationships</p>	<p>Our World of Healthy Lifestyles / Risk</p>	<p>Our World of Feelings and Relationships</p>



LONG TERM PLANNING OVERVIEW

KEY STAGE 1 Theme <small>(SEAL Theme)</small>	Autumn 1 Our Happy School <small>(New Beginnings)</small>	Autumn 2 Out and About <small>(Getting On & Falling Out / Say No to Bullying)</small>	Spring 1 Looking Forward <small>(Going for Goals)</small>	Spring 2 My Friends and Family <small>(Relationships)</small>	Summer 1 Healthy Bodies, Healthy Minds <small>(Good to be Me)</small>	Summer 2 Ready, Steady, Go <small>(Changes)</small>
Year 2/Year B Outline content	This unit is about a fresh start with a new class, learning to work and play together and establishing class rules and rewards.	This unit focuses on learning to consider and help others, including contacting emergency services. It also links to National Anti-Bullying week.	This unit focuses on jobs, money and enterprise. The children collaborate on a project to raise funds for a charity or school project of their choice.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as growing and changing and personal hygiene.	This unit focuses on the food we eat. The children are introduced to the choices that can be made regarding the provenance of food and how to budget.	This unit helps children explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience.

Year 2/Year B Assessment outcomes	I know how I can help make my classroom a safe and happy place I can welcome someone into my class I have thought about how my behaviour can affect others	I know about stranger danger including meeting strangers online I can work well in a group I have thought about what I should do if I meet dangerous situations	I know that you can choose to spend or save money I can choose between my ideas and give reasons I have thought about the best way to use money	I know the stages of a life cycle I can identify some of the people who care for me I have thought about ways of keeping my teeth healthy	I know why I should eat 5 portions of fruit and veg a day I know what makes me feel relaxed and what makes me feel stressed I have thought about the importance of a balanced diet	I know how to cope with changes that can be exciting or worrying I can plan to overcome obstacles that might get in the way I have thought about how to make sensible choices
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 3/Year A Outline content	This unit focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1.	This unit begins with a focus on enabling the children to become better communicators. Later it tackles various aspects of personal safety .	This unit of work focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity.	This unit focuses on relationships with friends and family. It further develops learning about sensitive issues such as personal hygiene.	This unit explores the management of some uncomfortable feelings. Children learn how to plan healthy meals as well as considering the effects and benefits of exercise.	This unit explores various aspects of personal safety. Children identify people they can trust to help them and learn how and where to get help.
Year 3/Year A Assessment outcomes	<p>I know something about everyone in my class</p> <p>I can work in a cooperative way with others</p> <p>I have thought about how everyone has to live by rules</p>	<p>I know how to take turns when talking</p> <p>I can spot dangers in the home including dangers online</p> <p>I have thought about how to stay safe</p>	<p>I know some enterprising ways I can support a charity</p> <p>I know how others can help me achieve my goals and how I can help others</p> <p>I have thought about the importance of teamwork</p>	<p>I know that families can be different from one another</p> <p>I can say no to peer pressure</p> <p>I have thought about the importance of caring for myself and keeping myself clean</p>	<p>I know that eating too much salt, sugar and fat is bad for me</p> <p>I can recognise when I find something difficult and do something about it or cope with how that makes me feel</p> <p>I have thought</p>	<p>I know some people who I can turn to for help at difficult times</p> <p>I know that everybody goes through many sorts of change all the time</p> <p>I have thought about ways of keeping myself safe</p>

					about how to keep my body healthy	including how to contact Childline
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

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Year 4/Year B Outline content	Building on previous learning and growing maturity children re-establish class ground rules. They also consider how to manage difficult situations.	This unit begins with a focus on solving problems and anger management. Later, pupils learn about staying safe during the darker nights and investigate bullying issues.	In this unit pupils undertake another enterprise activity focused on Fair Trade. The emphasis is on responsibility and teamwork.	This unit focuses on relationships. It tackles sensitive issues such as personal hygiene and puberty, recognising that changes we experience are natural and can be embraced positively.	This unit explores coping with feelings, such as stress and anxiety. Children learn about the effects of smoking, risk and the importance of making healthy choices.	This unit explores change, where and how to get help, eg when playing outdoors, as well as e-safety and keeping personal information safe.

<p>Year 4/Year B Assessment outcomes</p>	<p>I know what it feels like to be unwelcome</p> <p>I can work with others to achieve a shared goal</p> <p>I have thought about how to develop and maintain a positive learning environment</p>	<p>I know how to enjoy fireworks safely</p> <p>I can use peaceful problem solving to sort out difficulties</p> <p>I have thought about ways to manage difficult feelings</p>	<p>I know what can influence how people spend or save</p> <p>I know I am responsible for my own learning and behaviour</p> <p>I have thought about why people spend and save</p>	<p>I know the names for male and female body parts</p> <p>I can take responsibility for what I choose to do</p> <p>I have thought about how and why my body will change</p>	<p>I know I am responsible for taking exercise to look after my body</p> <p>I know how to say no, if offered a cigarette</p> <p>I can stop and think before I act</p> <p>I have thought about how to make sensible choices</p>	<p>I know some ways of dealing with changes that make me feel uncomfortable</p> <p>I know some ways of dealing with the feelings that arise from changes</p> <p>I have thought about ways to keep myself safe when I am out with my friends</p>
<p>PSHEE Focus</p>	<p>Citizenship (Me & my community)</p>	<p>Safety</p>	<p>Economic Wellbeing</p>	<p>Sex & Relationships Education</p>	<p>Healthy Lifestyles / Drug Education</p>	<p>Resilience / Preparing for Change</p>
<p>'Wiltshire Worlds' reference</p>	<p>Our World of Feelings and Relationships</p>	<p>Our World of Risk / Our Cyberworld</p>	<p>Our World of Money</p>	<p>Our World of Feelings and Relationships</p>	<p>Our World of Healthy Lifestyles / Risk</p>	<p>Our World of Feelings and Relationships</p>

LONG TERM PLANNING OVERVIEW

Upper KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 5/Year A Outline content	As in previous years children will be establishing ground rules. The focus is on taking personal responsibility for behaviour and working with others.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore stereotyping and discrimination.	This unit gives pupils the opportunity to explore choices that have to be made regarding money. The concepts of saving and budgeting and earning money are developed.	This unit is about the physical and emotional changes that occur in puberty. It covers conception, birth and parenting issues, while helping to allay embarrassment.	This unit explores healthy lifestyles, looking at managing both physical and mental health to promote wellbeing.	This unit explores difficult changes, particularly feelings around loss and bereavement. Children also learn about keeping safe and responding to emergencies.
Year 5/Year A Assessment outcomes	<p>I know that I am valued at school</p> <p>I can identify my strengths and how I can contribute to a group</p> <p>I have thought about the importance of rules and keeping them</p>	<p>I know that different ways of behaving are appropriate in different types of relationships</p> <p style="background-color: #ffff00;">I can protect my personal safety</p> <p>I have thought about how stereotyping can affect people in</p>	<p>I can explain how people manage their money</p> <p>I know the skills and attributes of a successful learner</p> <p>I have thought about how to save up for an item, and how to restrict my other spending to do so</p>	<p>I know some things to do when I feel embarrassed</p> <p>I can describe some of the physical changes of puberty</p> <p>I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings</p>	<p>I know that alcohol is a drug</p> <p>I can describe the Eat Well plate and a balanced diet</p> <p>I can stand up for what I think after listening to others and making my own choice</p> <p>I have thought about how I can have a healthy mind and</p>	<p>I know how people often respond to difficult changes</p> <p style="background-color: #ffff00;">I can take responsibility for my own safety</p> <p>I have thought about how to deal with difficult feelings to do with loss</p>

		different ways			body by.....	
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
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Year 6/Year B Outline content	Pupils will create ground rules to establish a constructive learning environment based on principles from previous years.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore how to identify and manage risk.	This unit gives pupils the opportunity to explore choices that have to be made regarding money, developing concepts of saving, budgeting and earning money.	This unit looks at how people deal with sensitive issues such as loss, self image, stereotyping and media influence. It looks at choices people make and their consequences.	This unit explores managing risk and building resilience as well making choices and decisions around drugs and work/life balance.	This unit explores transition to secondary school and the thoughts and feelings that accompany change. Pupils reflect on their achievements and plan their 'legacy'.
Year 6/Year B Assessment outcomes	<p>I know how to work well in a group</p> <p>I can listen to and show respect for other people's views when working in a group</p> <p>I have thought about what makes a group function well so that we can learn together</p>	<p>I know how to protect myself on-line</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict</p> <p style="background-color: #ffff00;">I have thought about strategies I can use to stay safe when faced with risky situations</p>	<p>I can help organize an enterprise activity</p> <p>I know it is up to me to get things done by taking the first step</p> <p>I have thought about how money affects the way I live</p>	<p>I know some of the feelings that people have when someone close dies or leaves</p> <p>I can recognise and challenge stereotyping and discrimination</p> <p>I have thought about how the media can influence the way we think and feel about</p>	<p>I know why I should exercise</p> <p>I know what addiction means</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes</p> <p>I have thought what I can do when I feel pressured such as...</p>	<p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially</p> <p>I can look for the positives in big changes I am facing</p> <p>I have thought about the positive aspects of moving on to secondary</p>

				people and situations		school
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
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LONGLEAZE
PRIMARY SCHOOL

RECORD OF DRUG RELATED INCIDENT

1. Name of Pupil / Young person _____ DOB _____
Address _____
School / Youth Club _____

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 _____
Drug Involved (if known) _____ Sample Found YES / NO

4. Parent Informed YES / NO Date _____ Time _____
By whom _____

5. Where sample retained _____ or
Date Sample Destroyed _____ Time _____
Witnessed by _____

6. Police Informed YES / NO Date _____ Time _____
By _____ Name of Station / Officer _____

7. LOCAL Drug Education Officer Informed YES / NO Date _____
Time _____ By whom _____

8. Form completed by _____ Date _____
Position _____
Countersigned by School Principal/Board Officer _____
Dated _____

