

Drugs Education policy

Author:	
Status:	[Status]
Approval:	David James
Date approved:	11/01/2024
Review date:	11/01/2027
Review timescale:	3 years
Keywords:	Drugs substance misuse
[Comments]	

Contents

1	Purpose of the Drugs Education Policy	3
2	Terminology	3
3	The Aim of Drug Education	3
4	Drug Education in the Curriculum	4
5	Content	4
6	Equal Opportunities	4
7	Differentiation and Special Educational Needs	5
8	Breadth and Balance	5
9	Cross-Curricular Links	5
10	Staff Training	5
11	Parental/Carers Involvement	5
12	Liaison with Other Schools	5
13	Local Agencies	6

1 Purpose of the Drugs Education Policy

The purpose of the Caroline Chisholm school drug education policy is to:

- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the school in contributing to local and national strategies

2 Terminology

The definition of a drug given by the United Nations Office on Drugs and Crime is:

“A substance people take to change the way they feel, think or behave”.

The term ‘drugs’ and ‘drug education’, unless otherwise stated, is used throughout this document to refer to all drugs:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers)
- All over the counter and prescription medicines

3 The Aim of Drug Education

Drug education is a major component of drug prevention.

Drug prevention aims to:

- Minimise the number of young people engaging in drug use
- Delay the age of onset of first use; reduce the harm caused by drugs
- Enable those who have concerns about drugs to seek help

Drug education is an important aspect of the curriculum for Caroline Chisholm School and should increase students’ knowledge and understanding and clarify misconceptions about:

- The short and long-term effects and risks of drugs
- The rules and laws relating to drugs
- The impact of drugs on individuals, families and communities
- The complex moral, social, emotional and political issues surrounding drugs

The school’s role in drug prevention is much broader than drug education lessons. Young people’s attachment to school is a powerful protective factor which makes them resilient against drug misuse, and this is strengthened by a positive and supportive school ethos. The school is well placed to intervene early when a young person’s drug use is causing problems.

Good drug education is much more than giving young people factual information.

- To have further impact, drug education must also enable students to think about their personal attitudes and values which will underlie their decisions about drug use

- It must also develop students' skills to manage the sort of situations they will face (for example making decisions, negotiating and communicating effectively) and to cope with stress or anxiety without resorting to drugs
- Finally, it must challenge young people's misconceptions of how normal and acceptable drug use is among their peers and among older teenagers

4 Drug Education in the Curriculum

Drug education is delivered as part of the school curriculum and pastoral support from KS1 through to KS5.

5 Content

The programme is based on:

- National curriculum Science programme of study
- Non-statutory guidance from Mentor-Alcohol and Drug Education and Prevention Information Service (ADEPIS), (DFE funded)
- Non-statutory guidance from the PSHE Association
- DFE and ACPO drug advice for schools (2012)

At Key Stage 1 Students learn about household products, including medicines and how they can be harmful if not used properly. They also learn about rules for, and ways of keeping safe and who can help them to stay safe.

At Key Stage 2 Students learn which commonly available substances and drugs are legal and illegal, their effects and risks. They also learn to recognise the different risks in different situations and then decide how to behave responsibly.

At Key Stage 3 Students learn more about the effects and risks of drugs and the laws relating to drugs. They learn the skills to recognise and manage risk and to resist pressures. They continue to develop the skills to make choices for a healthy lifestyle and learn about where to go for help and advice.

At Key Stage 4 Students build on their knowledge and learn more about the effects of drug misuse on family, friends, community and society. They gain greater understanding through clarifying their options and attitudes in discussions and debate and considering the consequences of their decisions.

At KS5 Students revisit areas related to drug education through the assembly/horizons/pshe programme and use of outside visitors. One to one support is also available to students as needed.

6 Equal Opportunities

The school's equal opportunities policy applies to drug education. Where appropriate teaching materials will reflect the cultural and ethnic diversity of British society. We do try to avoid stereotyping in terms of gender and race. In addition, students' progress is monitored to ensure no pupil is disadvantaged. The school makes every effort to respect and reflect students' religious beliefs and take community views into account when teaching drugs education. Parents/carers are always welcome to discuss these issues with staff.

7 Differentiation and Special Educational Needs

Whilst some students may have a fairly broad knowledge and insight into the world of drugs, there are those who have little knowledge at all. Teachers need to be sensitive to this issue and lessons are planned to take account of students' age, experience and maturity. The needs of students with SEN should be taken into account by the teacher, who may need to provide different resources, different activities or specific support to some students.

Where students' IEP's identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support students in achieving these.

8 Breadth and Balance

The contents and structure of our drugs education scheme of work represents a broad and balanced approach to the teaching of knowledge, skills and understanding attitudes and feelings. A variety of teaching strategies, use of external visitors, coupled with a wide range of pupil-centred tasks, ensures breadth and balance.

9 Cross-Curricular Links

Drugs education has many cross-curricular links, in particular in the National Curriculum science orders. However, the development of life skills is a theme throughout the school and is essential in the values that underpin the ethos of our School. Clearly there are links to other subjects, such as physical education, and aspects of school life, notably the moral, social and spiritual aspects of the curriculum.

10 Staff Training

We recognise that many staff are daunted by the prospect of teaching drugs education. We therefore offer staff an ongoing programme of professional development. A good teacher of drugs education does not need to be an authority on drugs. It is the life skills aspects that are so crucial to this area of the curriculum. Most students want to be able to discuss drugs with a caring adult, which we offer through the development of life skills. It also forms an integral part of the new teacher induction programme which is available to staff.

11 Parental/Carers Involvement

Many parents/carers, have great concerns about drugs and, as the 'first educators' of their children, most want to develop and extend their child's awareness of the world, developing towards being a responsible citizen. Parents/carers, like schools, need to assess when the time is right for their child to handle new ideas, concepts and knowledge and as such we welcome the opportunity to work with parents/carers in drugs education.

12 Liaison with Other Schools

Caroline Chisholm School will endeavour to establish that the local drug situation, the content of drug education, the management of incidents, training opportunities and transitions between schools will be routine elements of liaison between local schools.

13 Local Agencies

Contact	Role	Phone number/ website
Aquarius	Provision of residential and day care programmes	0121 622 81 81 Helpline: 0300 456 429
CAN	Help for anyone concerned about alcohol, drugs and homelessness	01604 824777 Helpline: 08450 556 246
Connexions	Guidance and support for young peoples	01908 398300
Family Support Link	Provides a network of support from volunteers who have had a drug user in their family	www.familysupportnetwork.co.uk/ Helpline: 01933 227078
FRANK	Drug's advice and information	0800 776600 www.talktofrank.com
Northamptonshire Drug & Alcohol Service (NDAS)	Specialist treatment for drug and alcohol use	01604 233227 01536 493059 0300 0120 154
Off the Hook	Help for people actively rebuilding/changing their lives from substance misuse	01604 259178
Service Six	Service Six provides a wide range of support, counselling and activity-based services for young people within Northamptonshire	01933 277520
Solve It	Family support, counselling and education on Volatile Substance Misuse	01536 414690
Sub-Zero	Specialist treatment for drug and alcohol use for the under 19s	01933 274797
The Bridge	For people with mental health issues, homeless and those recovering from substance abuse	01604 621259
The Lowdown	Support for 12–25-year-olds drugs, alcohol and other health issues.	01604 634385