



DRUG EDUCATION POLICY

Named member of staff responsible for Drug Co-ordination: *Janene Rose*

Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents.

A teacher of drug education does not need to be an authority on drugs, as it is the life skills approach which is crucial to this area of learning.

Successful drug education should start early; the key to which is developing pupils/students' life skills.

This policy applies to all pupils/students, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips.

School description and context.

A brief description of the school, local community, drug issues, social, ethnic and religious mix, details of special needs, school and local health needs. This statement should also reflect the school's ethos and values.

Principles (in keeping with the aims of the school)

The Norwood School is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of all its pupils/students and staff. The school is committed to the principles of the National Healthy Schools Standard.

The school values the importance of its pastoral role in the welfare of its pupils/students, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is provided. The school values the importance of its pastoral role in the welfare of its pupils/students, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is provided

Education about drugs is not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

Families have an important role to play in supporting the provision of drug education, especially in helping a young person examine their attitude to drugs.

Parents/carers should be involved in planning the drug education programme and related policies. The school's approach and rationale needs to be explained to parents/carers to gain their understanding and support. This is particularly important for parents/carers of primary age pupils/students, as they may not understand the necessity of starting drug education from an early age. Parents/carers should be provided with information about the drug

education their child will receive at school so that they can support their child's learning at home, and access to support and information about drugs. It can be helpful for teachers to set tasks for pupils/students to complete at home with their parent/carer. Suggestions for home-based activities are included in the exemplar units within the Drug, alcohol and tobacco education curriculum guidance for schools at key stages 1- 4 (QCA, 2002).

The LEA and Healthy School Programme can provide strategies to support the involvement of parents/ carers. Schools might suggest that parents/carers look at www.dfes.gov.uk/parents. The LEA and Healthy School Programme can provide strategies to support the involvement of parents/ carers. Schools might suggest that parents/carers look at www.dfes.gov.uk/parents.

Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils/students of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use. Many pupils/students have some knowledge about illegal drugs through the media, "street talk", and personal experience. The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

This policy has been developed collaboratively by members of the school community including pupils/students, through the School Council, and parents/carers by use of a focus group.

Drug Policy Aims:

To provide a safe, healthy environment in which pupils/students and staff can learn and develop.

To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.

To promote clarity about the management of drug related incidents in the school.

To encourage and enable pupils/students to appreciate the benefits of a healthy lifestyle now, and in the future.

To enable pupils/students to make reasoned, informed choices.

To minimise pupils/students experimentation with illegal or harm causing substances.

To address and take account of local community needs, including the differences and diversity within the school community.

To support and engage parents/carers and pupils/students in their own personal learning and responsibilities.

To enable young people and staff to access support structures (including the voluntary sector), e.g. Connexions Service, counselling, and treatment.

To monitor, evaluate and review learning outcomes for pupils/students.

Objectives for Drug Education:

To provide opportunities for pupils/students to acquire knowledge and identify the distinction between authorised and unauthorised drugs.

To develop and equip pupils/students with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.

To build pupils/students' decision-making skills and increased self esteem.

To engage parents/carers in the school community and learning process.

To enable pupils/students and staff to access support if they have concerns about their own or others' drug use.

Principles of Teaching and Learning

In addition to science, Personal, Social and Health Education (PSHE) and Citizenship provide opportunities for drugs education. PSHE is described as a framework that is nonstatutory. At Key Stages 1 & 2 Citizenship is included in the framework. At Key stages 3 & 4 Citizenship is a statutory subject and is complemented by the PSHE framework.

It is for schools to decide how drug education is organised. Contributions should be made through timetabled PSHE lessons. Science and other curriculum subjects and offtimetable activities, or a combination of approaches can also be used.

OfSTED report that short or partial lessons limit the opportunities for pupil debate and limit their involvement and the deepening of their understanding. Schools are recommended to provide adequate time for learning to take place. One-off or isolated lessons or presentations have been shown to be less effective.

Knowledge and Understanding

Pupils/students are taught within the guidance of the National Curriculum (science programme of study, and the guidance for PSHE and Citizenship). This includes:

<i>Key Stage</i>	<i>Learning Objective</i>	<i>Learning Outcome</i>
1	<i>To know the dangers from household substances, if they are not used as instructed</i>	<i>I can identify different household substances and know that if they are not used properly, they can be dangerous</i>
2	<i>To know that there are different names given to drugs</i>	<i>I know the scientific names for drugs and that they also have other, common names</i>
3	<i>To understand that people can become dependent on some drugs and that there is help available to them</i>	<i>I know what drug dependency means and how it affects people's lives. I know where to go to get help locally</i>
4	<i>To explore a range of attitudes towards alcohol use</i>	<i>I recognise that different people have different attitudes towards alcohol and why they might feel this way</i>

Attitudes, Values and Skills:

Pupils/students are taught:

To value and trust in their own learning through positive reflections and development of assertiveness and coping skills.

Confidence building and communication skills.

About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals.

To recognise risky behaviour and risk taking within different situations and be able to respond appropriately.

That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media.

How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.

That their actions affect themselves and others, to respect and care about other people's feelings, trying to see things from their point of view.

That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.

In teaching drug education, teachers use a range of teaching strategies, including roleplay, discussion group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

Resources:

Teaching resources are up to date, differentiated and culturally and age appropriate. The school allocates adequate funding to Drug Education provision.

Adequate staff resources, development and training are provided to address identified needs.

There is a protocol for use of visitors contributing to the school programme (See Appendix A).

Qualifications and Curriculum Authority (QCA) has produced a series of Units of work to address Drugs Tobacco and Alcohol education. A comprehensive guidance document has been prepared to support these units. This is not a scheme of work, and should be used selectively by schools. Additionally, Lambeth Advisory Service has prepared a series of lesson plans for Key stage 1 & 2. These are available to schools. Lambeth Healthy Schools Scheme also provides curriculum resources, on free loan, to support this work.

Cross-curricular links

Drug education has many cross-curricular links, with science making a particular contribution. However, the development of life skills is a theme throughout the curriculum, within the programme for Personal, Social, Health and Citizenship Education (PSHCE), and enshrined in the values, which are embodied in the schools' ethos. There are links to other subjects, such as geography and physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

Differentiation and Additional Educational Needs (AEN)

Whilst some pupils/students may have a fairly broad knowledge and insight into the world of drugs, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and that lessons are planned to take account of pupils/students' age, culture, experience and maturity. The needs of pupils/students with AEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils/students. Where pupils/students' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils/students in achieving these.

Staff Development

This school has an ongoing programme for professional development. Additional support and Continuing Professional Development (CPD) opportunities for teachers involved in Drugs Education will be made available through existing CPD and training strategies provided by Lambeth School Effectiveness, Community Drugs Education Co-ordinators, and 'Healthy Schools' and other agencies.

Links to related school policies:

Identify the links to other policies including:

PSHE and Citizenship
Behaviour

Inclusion
Equal Opportunities
SMSCD
Child Protection
Health and Safety
Medicines and pupils/students with medical needs.
Use of visitors in the classroom (see appendix A)
School smoking and alcohol policies.

Monitoring, Evaluating and Reviewing:

There is a named co-ordinator and a linked Governor for drug education and policy development.
Senior managers are involved in monitoring and evaluation.
Pupils/students, staff, parents/carers and governors are consulted and the programme and policy are modified where appropriate.
There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.
Drug education is reviewed in line with current LEA and Government guidelines.

This policy reviewed by : ... J Rose Date: January 2020.....

Next review date : January 2021

Appendix A

Checklist for Use of Visitors in Delivery of Drug Education

Drugs Education is a shared responsibility and schools need not be alone in providing effective and relevant drugs education for young people.

Visitors and staff from a range of statutory and voluntary agencies can support and enhance drug education programmes in schools when part of a PSHE programme. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver drugs education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist the school in developing a partnership approach to drugs education delivery and support for young people.

Before involving a visitor it is useful to consider the following:

Consistency with school's ethos, values, drug policy and approach to drugs education.

The most appropriate source of information/support – why do you want the agency's involvement?

What is the visitor expected to do ?

What will the teacher's contribution to the session be ?

Is it clear to the visitor that the teacher will remain in the classroom ?

What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc. ?

Has the visitor been checked with the Criminal Records Bureau (CRB)? Child protection implications.

Have confidentiality issues been clarified, avoiding inappropriate disclosures?

How will the session be followed up?

How will the input be evaluated?

Is parental consent required?

(This is not a comprehensive list. Further guidelines can be found in the TACADE publication: 'Making the most of visitors – using outside agencies in school drug education.') The Lambeth Community Drugs Education Co-ordinator's will be able to provide support and guidance in selecting school visitors.