



The Robert Napier School

Drugs Education

Drugs Co-ordinator: Mrs R. Barber

Named Advisory Board member linked to drugs policy:

Roles of the Head Teacher, Deputy Head (Pastoral) and Advisory Board

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the Governors, and with parents. Two of the Senior Leadership Team, Mr R Leadbetter and Mr T Shand will have specific responsibility for managing drugs related and child protection issues and incidents if they occur. Student Services, as well as the other CP trained staff in the school will also review and manage drug related issues. The co-ordinator of PSHEE will have a responsibility for handling the daily implementation of the policy. The Governing Body will be involved in drugs education and drugs related incidents in the same manner as any other matters concerning the direction of the school.

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

Drug and drug education in the context of this document are inclusive terms including medicines, volatile substances, alcohol, tobacco, illegal drugs, new psychoactive substances and other unauthorised substances.

A teacher of drug education will provide accurate information on drugs and alcohol through education and targeted information, but 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 this is developing pupils' life skills.

Policy Review

This policy will be regularly reviewed by the senior leadership team in conjunction with the PSHEE/ Citizenship co-ordinator. This review will also involve staff, parents/carers, advisory board members and students. This review will take the form of questionnaires and consultation/ focus group meetings.

Signed:

Chair of Governors

Headteacher

Date

Drugs Education

Drug education is seen as being the most effective tool against the risks faced by young people. It helps equip children to make informed, responsible and healthy choices. It can create a climate of support and confidence in which drug abuse is less likely to flourish. It can provide the factual basis needed to make informed decisions, it can help to develop personal skills needed to withstand pressures from others and it can contribute to the development of self esteem to give confidence and place value on oneself and other people.

In The Robert Napier School we take the view that using shock tactics or emphasising the “just say no” approach is ineffective. We believe that by presenting pupils with factual information together with a thorough exploration of the likely consequences of certain choices, they will be best placed to make healthy and informed judgement when the situation arises. Ignorance often presents the greatest threat to young people.

Drug education in the school is designed to be developmental so as to take account of the age and emotional development of the pupils

Principles

- The school is committed to the health and safety of all its members and will take action to safeguard their well being. The school is also committed to the principles of the National Healthy Schools Standard.
- The school believes it therefore has a duty to inform and educate young people on the consequences of drug use and misuse. Health education is seen as a vital part of the personal and social education of every pupil. The school acknowledges the importance of its pastoral role in the welfare of young people and through the general ethos of the school will seek to persuade pupils in need of support to come forward.
- The school holds a fundamental principle of sharing the responsibility for education of young people with parents and seeks to keep them informed and involved at all times. The aims of this policy are based on effective communication and co-operation between the school and parents.
- 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.
- Drug issues and concerns extend across socio-economic and ethnic boundaries, and 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 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.

Drug Policy Aims:

- To provide a safe, healthy environment in which pupils 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 to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils to make reasoned, informed choices.
- To minimise pupils' experimentation with illegal or harmful 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 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, peer mentoring and treatment.
- To monitor, evaluate and review learning outcomes for pupils.
- To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. Community Drug Education Co-ordinators, Medway Drug Advisory Service, other schools, Healthy Schools Schemes, Health Promotion, Primary Health Care professionals, Community Police, Youth and Community.

These aims will be fulfilled through the pupil's experiences in the taught curriculum but also through the informal curriculum that is the combined experience of school life. We deliver the taught curriculum mainly through PSHE and Science, but additional opportunities exist to reinforce learning in other parts of the curriculum. The school actively participates with outside agencies such as the Police, Social Services and Health and Drug Agencies to deliver its commitment to Drugs Education. Visitors who support the school are informed of the values held within this policy.

Objectives for Drug Education:

- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils 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' decision-making skills and increased self esteem.
- To engage parents/carers in the school community and learning process.
- To enable pupils 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, Health and Economic Education (PSHEE) and Citizenship provide opportunities for drugs education. PSHEE is described as a framework

that is non-statutory. At key stages 3 & 4 Citizenship is a statutory subject and is complemented by the PSHE framework.

Within PSHEE and citizenship lessons, Drugs Education is delivered through a spiral curriculum to all year groups from 7 to 11. Science will also compliment this framework within the curriculum to discuss the reactions different drugs can do to the body. Together with this other curriculum areas, as well as off-timetable activities will be used to help reinforce the 'informed choice' approach.

Teaching Methodologies

This programme will be taught through a range of teaching methods including....

Good teaching in drug education has the following features:

- high expectations
- challenging and stimulating activities
- helping students clarify their thinking
- listening to students' views
- makes students feel accepted as worthwhile individuals
- provide a good role model in relation to self-esteem, attitudes and behaviour
- use a range of styles - intervening, supporting, directing, remaining detached
- facilitating rather than telling
- setting ground rules for discussion which might include -
- listen to what other people say
- if people do not want to talk they do not have to
- think before you ask a question
- speak for yourself rather than for others

Ground rules for discussion will have more meaning to pupils if they have had the chance to establish them for themselves. This needs to happen at the first session with the teacher. Further ground rules can be added later if it becomes clear that they are needed.

Teaching responsibilities

The PSHEE programme will be led by the PSHEE Coordinator (Mrs R Barber).

It will be taught by the Citizenship and PSHEE department as well as other selected members of staff.

It will be supported by the Head Teacher and the Advisory Board.

WHAT KIND OF LEARNING IS BEST FOR DRUG EDUCATION?

The following approaches promote high quality and worthwhile drug education:

Pupils are encouraged to take responsibility for their learning. Pupils develop self-confidence and judgement; and are encouraged to exercise informed choice in their learning activities.

Opportunities are created for pupils to achieve and receive recognition for their achievements.

Pupils understand that everyone's contributions, including their own, deserve attention. Pupils are able to discuss and listen to the views of others.

Pupils have the opportunity to work in groups which differ in size and purpose, as well as on their own. They experience leadership as well as membership of such groups; offer and

respond to ideas; argue a case and defend sensibly a decision or course of action; present personal and group views, and share responsibility for the outcomes of group activity. Work in groups is a way of acquiring and developing elements of knowledge and understanding whilst also exploring and practising personal and social skills.

Pupils are able to explore personal and social experiences through role play. Roles explored can include those of persons behaving in ways perceived to be good or bad, revealing a range of feelings and beliefs.

Pupils have the opportunity to develop and express their own views and opinions.

Assessing learning

The assessment, recording and reporting of drugs education will take place in accordance with whole school policy.

Understanding in drugs education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including discussion, work scrutiny, self and peer assessment, group work, pair work and individual work.

The recording of these assessments will take the form of either targets set by themselves or through end of topic knowledge tests, portfolio evidence and/ or rating sheets.

The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through written reports home to parents/carers in their progress review.

Inclusion and differentiated learning

Whilst some pupils 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' age, culture, experience and maturity. The needs of pupils 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. Where pupils' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils in achieving these.

The drugs programme is delivered within PSHEE in ability groups. All pupils have equal access to the programme regardless of gender or ability, and lessons are delivered by a team of dedicated staff. Science lessons are presently in ability groups.

All pupils have equal access to the programme regardless of gender or ability. Care is taken to ensure that the drugs education programme is presented by means of various techniques and strategies such as videos, discussions, visiting speakers as well as more formal written information. In this way it is intended that pupils of all abilities will be able to draw important information and insights into the area.

Attitudes, Values and Skills:

Pupils 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 role-play, discussion group work, draw and write and debate.

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).

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.

Instances of Substance Use/Misuse or Supply on Premises

Parents will be informed at the earliest opportunity. The school will consider any substance incident individually and recognises that a variety of responses will be necessary to deal with incidents as through the normal pastoral and disciplinary procedures. The school will consider very carefully the implications of any action it may take and will seek to balance the interests of the pupils involved against the interests of other school members and the local community.

Procedures for Drug Management

Disclosure of drug misuse

If onsite:

- Check safety of user
- Inform Child Protection Officers
- Investigate
- Participate in subsequent action
- If in doubt don't ignore

If offsite:

- Use discretion in appropriate action
- Notify Child Protection Officers
- If possible check for safety of user

In either circumstance staff should record observations, concerns and disclosures in writing together with relevant times/dates etc.

What to do in an emergency

In any drug related emergency **always bring in trained help** and call for professional medical help.

If the person is “high”, aroused, woozy or uncoordinated

- Try to take away the drugs or solvents without a confrontation.
- Do not lecture them; they will not be able to take it in.
- Do not crowd or threaten them, or expect normal behaviour; they could react with uncharacteristic violence.
- Do not let them sleep in bed, people have died from choking on vomit in their sleep; keep a careful watch on them.
- Write down details of the incident clearly and accurately.

Discovery of Drugs

There are two circumstances when harmful or illegal drugs may be legally removed.

1. From a place within school’s jurisdiction.
2. From a person within school’s jurisdiction.

A Place

- If possible remove drug in presence of a witness
- Do not let pupils touch (health hazards)
- Do not use a bare hand to remove:
 1. Used syringes
 2. LSD Acid Tabs

A Person

- If possible retrieve drugs from a pupil **in the presence of a witness**

Always

- Remove drug, record time, place and circumstance drug came to you.
- Do not investigate substance. Record size, number and appearance. Have witness countersign recordings.
- Give drug immediately to head teacher or, if not available, deputy head (pastoral). Do not keep drug on your person or property.
- Drugs should be placed in a sealed container e.g. envelope. Ask witness to sign and date package over the seal.
- Write a report listing time, date and circumstances of finding

As previously stated, while the school would view the use of illicit drugs by a pupil as an extremely serious matter, it will not be tied by automatic procedures or fixed sanctions such as automatic expulsion. Each circumstance is individual and decisions taken will be based on those circumstances; however, it must be emphasised that drug misuse is considered a most serious offence and that for situations where this has been discovered within school, it must be expected that the police will immediately be informed.

The school will obviously contact and involve the parents as quickly as possible in circumstances where a pupil has been found with, or using, illicit drugs. The school will also look to draw advice from outside agencies such as the police and drug advice agencies.

Child Protection Procedures

Child protection procedures (see separate school document) shall apply if:

1. A child has been given drugs/excessive alcohol by their parents/carers.
2. A child is exposed to danger because his parents/carers are drug or alcohol abusers and are either leaving drugs, alcohol or used needles etc. where he can get access to them or are failing to exercise adequate care and supervision while they are under the influence of these substances.
3. A child has been given drugs by other adults (with or without their parent knowledge) to facilitate their involvement in appropriate sexual activity.
4. A child is using drugs/alcohol without their parent's knowledge as a result of inadequate supervision for their age and development.

Designated child protection lead is Mr R Leadbetter and Mr T Shand.

PROCEDURE FOR DEALING WITH INCIDENTS OF DRUG MISUSE

Critical incident/concern for person

Medical Emergency
Dial 999

Inform Head Teacher

Inform Head Teacher
Parent/Carer

Initiate enquiry/monitor
contact pastoral head/tutor
NHS school nurse, teacher with
expertise

Seize and hold substance
in a safe place
Medical and Police
personnel may need
access
Have a witness present

Consider consultation, to
discuss possible
possible implications, with
Police, Social Services
Manager

1. Legal proceedings -
school will be kept
informed of their
involvement in any
proceedings.

2. Internal proceedings refer to
school policy and or advisory
members for appropriate
procedure.

Follow appropriate system

Head Teacher
Year Head
Tutor

External Agencies

EWO
Social Services
Ed. Psychologists