



Chellaston Academy

Learning

Excellence

Integrity

POLICY FOR DRUG EDUCATION

Introduction

This policy was informed by:

- ✦ DFE guidance on Drug Education, 2012

1. Statutory Obligations

Every school has a statutory responsibility to have:

- ✦ an up to date Drug education policy
- ✦ to deliver drug education through the relevant programmes of study within the Science national curriculum
- ✦ to prepare all students for the responsibilities of adult life
- ✦ parents do not have a right to withdraw their children from Drug education lessons

2. Statement of Policy on Drug Education, Substance Use and Misuse

In response to our shared concerns at a local and national level, we wish to state that as part of our care for the welfare of our students, Chellaston Academy believes it has a duty to inform and educate young people on the consequences of drug use and misuse. The school takes a pro-active stance on this matter, believing that health education is a vital part of the Personal, Social and Health education of every student.

Fundamental to our Academy's values and practice, is the principle of sharing the responsibility for education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation is essential to the successful implementation of this policy.

Whilst we acknowledge that the numbers of young people who use and misuse substances is rising, it is seen as important to recognise that the larger numbers of young people are choosing not to use or misuse substances. We will continue to support their differing needs.

- ✦ The Academy condones neither the misuse of drugs and alcohol by members of the Academy, nor the illegal supply of these substances.
- ✦ The Academy is committed to the health and safety of its members and will take action to safeguard their well-being.
- ✦ The Academy acknowledges the importance of its pastoral role in the welfare of young people and, encouraged by the general ethos of the school, will seek to support the particular needs of individual or groups of students.

3. Definitions of Drugs Terms

Our drug education policy and programme of study recognises that drug taking covers a broad spectrum in our society from medicinal drug taking, for example on prescription, to socially accepted, recreational, drug use, such as alcohol, through to problematic and chaotic drug taking which frequently involves a drug dependency, often using illegal drugs. We also recognise that our society has an ambivalent attitude to drug taking and drug takers and that young people frequently receive very mixed, and often contradictory, messages. As such it is important that we are clear and consistent in our use of language.

When we think of the words 'drugs' we often have images of illegal substances such as heroin, cocaine, ecstasy and cannabis. At Chellaston Academy we take a broader view of drugs - be they legal or illegal - including alcohol, tobacco and medicines or drugs such as 'poppers', solvents and unprocessed magic mushrooms, which it is not illegal to be in possession of.

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 word 'drug' is used to include all mood-altering substances including alcohol, tobacco and medicines, illegal drugs and other substances such as solvents and 'poppers'.

'Drug taking' involves the consumption of any drug.

'Drug use' is drug taking through which harm may or may not occur.

'Drug misuse' is drug taking, which harms health or functioning. It may include physical or psychological dependence or be part of a wider spectrum of problematic or harmful behavior.

4. Drug Education and Educational Aims

At Chellaston Academy our practical definition of drug education is ‘the acquisition of knowledge, understanding and skills and exploration of attitudes and values which will enable young people to make informed decisions about their own, and other people’s, use of drugs.

Our educational approach focuses on provision of accurate and balanced information. It accepts that there are different views about drug use and encourages young people to explore a range of views, to develop their own opinions and also to challenge stereotypes. In terms of skill development an educational approach helps young people develop a range of relevant personal and social skills so they can make their own, informed decisions about their own, and other people’s, drug use.

We believe and support the following educational aims in respect of substance use and misuse to:

- ✦ enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- ✦ provide accurate information about substances
- ✦ increase understanding about the implications and possible consequences of use and misuse
- ✦ Widen understanding about related health and social issues, for example sex and sexuality, crime, HIV and AIDS.

At Chellaston Academy these aims are fulfilled through:

- ✦ aspects of the students’ experiences in the taught curriculum
- ✦ the informal curriculum and through opportunities for extra-curricular activities
- ✦ the taught curriculum mainly through PSHE, Science and English, but other Opportunities to reinforce learning will occur in other parts of the teaching programme.

5. Inclusion

Drug Education

Mainstream schools and special schools have a duty to ensure that students with special educational needs and learning difficulties are properly included in drug education programmes. The programme includes a variety of teaching methods that cater for the range of attainment levels of students and their diverse learning styles. In Chellaston Academy, this involves focussing on developing student’s self-confidence and skills to manage medicines, stay safe, understand and manage feelings and enable students to seek help and support when they need it.

6. A Whole School Approach

A whole school approach will be adopted to drug education that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding drugs. In particular:

The Senior Leadership Team, SLT, will endeavour to support the provision and development of drug education in line with this policy by providing leadership and adequate resourcing.

Teaching staff

Drug education is best led by teachers rather than outside experts. Teachers have an understanding of their students, develop a dialogue with them and are accessible on an ongoing basis. Teacher led drug education also avoids the situation whereby drugs are sensationalised and seen by students as something teachers cannot talk about.

Teachers may not have detailed knowledge of drugs. Whilst it is helpful if they have some knowledge about drugs, they do not need to be 'walking encyclopaedias' to successfully teach drug education. Drug education is not just about factual information and many teaching packages include activities which contain relevant drug information for use with students. Students may sometimes know more about certain drugs than their teachers but this can be put to good use in lessons. If teachers need to know a specific piece of information, they can always find out later, possibly by involving students in research. More important than detailed factual information, is feeling confident, developing trust with students and having the teaching skills to allow students to explore and discuss the many complex issues involved.

All teachers are involved in the school's drug education provision. Some teach drug education through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding drug education issues. Teachers will be consulted about the school's approach to drug education and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Parents/carers have a legal right to view this policy and to have information about the school's drug education provision. The school will seek and take account of parent/ carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers and support for parents/carers to provide drug education for their own children. The school's approach to drug education will encourage dialogue between parents/carers and their children.

External Agencies such as Derby City Multi Agency Team, provide input into drop in sessions, whole year workshops, and small targeted group work sessions on Substance Misuse. We also refer to other agencies for students who require specialist support, such as Breakout or School Health.

7. The Taught Drug Education Programme

At Chellaston Academy Drug education is taught in a number of places within the school curriculum.

Science

There is a statutory requirement to deliver an element of the drug education programme through the National Curriculum.

The Science orders require that students are taught:

At Key Stage 3:

- ✦ The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. That the abuse of alcohol, solvents and other drugs affects health, that the body's natural defences may be enhanced by immunisation and medicines and how smoking affects lung structure and gas exchange.

At Key Stage 4:

- ✦ About the effects of solvents, alcohol, tobacco and other drugs on body function. The effects of lifestyle factors, including alcohol and smoking on the incidence of non-communicable diseases at local, national and global level.

PSHE

The revision of the National Curriculum, 2007, also strongly locates effective drug education in the non-statutory PSHE Programme of Study for Personal Wellbeing and is reinforced in the statutory Citizenship National Curriculum programmes of study at Key Stages 3-4. Within the PSHE Programme of study, a series of lessons will be delivered within each key stage and through assemblies.

Methodology and resources

A wide range of teaching methods are used that enable students to actively participate in their own learning. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Occasional use of drama productions, Theatre in Education, also forms part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

8. Pastoral Support for Students who Experience Difficulties

The nature of support available to students

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the

tutorial/ pastoral system. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students. Where appropriate, students are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people who promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

Confidentiality and informing parents/carers

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- ✦ the seriousness of the situation and the degree of harm that the student may be experiencing
- ✦ the student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

9. Responses to Drug Related Incidents

We will consider each situation individually and recognise that a variety of actions in response may be necessary to deal with drug related incidents as recommended by CSF and national guidance (Ref "Drugs: Guidance for Schools" DfE, Sept 2012)

If there are any suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs and substances (possession, supply or imbibing):

- Utmost priority will be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If in doubt, medical assistance will be sought immediately.
- The Headteacher or the Deputy Headteacher will be informed of the situation immediately.
- Dialogue with the student(s) will be undertaken by the Headteacher or member of SLT as soon as possible in order to determine the facts. The emphasis will be on listening to what people have to say and asking open rather than closed or leading questions. Consideration will be given to separating any students involved in the incident and, where possible, ensuring that a second adult witness is present.
- The Headteacher or member of SLT will inform, consult and involve others as necessary. Careful attention will be given to respecting the confidentiality of those involved.

- Where they have reasonable grounds for suspecting that a student(s) may have an illegal or unauthorised drug, they will be escorted to a senior member of staff who will make every effort to encourage the individual to hand the item(s) over voluntarily. Where possible the gender of the member of staff carrying out a search will correspond to the gender of the student. Where the individual refuses, the Headteacher, or member of staff authorised by them, may exercise their statutory power to search the student(s) or their possessions, without consent. Education and Inspections Act 2006 (s93)
- Staff may search school property, for example, students' lockers, if they believe drugs to be stored there. Individuals will be made aware that if consent is refused the school may wish to proceed with a search.
- After any search involving students, parents/carers will normally be contacted by the school, regardless of whether the result of the search was positive or negative.
- Any substance suspected of being a drug will be confiscated. Any prohibited substance or items found, including smoking paraphernalia, will be destroyed / discarded or handed to an appropriate authority as evidence.

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