

# RED ROSE SCHOOL DRUGS EDUCATION POLICY

Updated: October 2017

Read in conjunction with: 5 Ch Sec 2 Drugs Policy 2015

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## INTRODUCTION

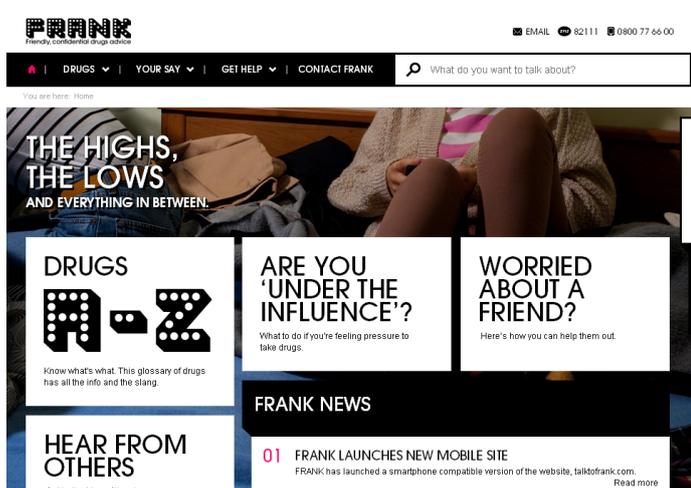
This policy is aimed at all staff, pupils, parents/carers and agencies working with the school. The policy links with existing PSHE, Citizenship, Drugs Management and School Discipline policies.

Red Rose School recognises that drug misuse in our society is a major threat to individuals, families and the wider community. Young people are influenced by their parents, their peers, youth culture and the media and schools alone cannot solve the problem of drug misuse in society. An effective programme of drug education in school will, however, help to ensure that young people are aware of the risks of drug taking and have the knowledge and skills to resist. Thus, we recognise our responsibility to treat drug misuse as an educational issue and to work, as appropriate, in partnership with the police, health services and parents to inform and protect the pupils of the School.

Whilst it is important to maintain a clear distinction between legal and illegal drugs, our policy is to place drugs education firmly in the context of an overall health education programme. Our aim is to enable students to make informed decisions highlighting the functions and potential dangers that all forms of drug use have in individual lives and society as a whole.

## DEFINITIONS

A drug is any substance that affects the way in which the body functions, physically, emotionally, or mentally. It includes legal substances, such as alcohol, tobacco, and solvents, volatile substances, over the counter and prescribed drugs and illegal drugs.



Teachers are to use [www.talktofrank.com](http://www.talktofrank.com) as a basis for Drug Education.

## **VALUES AND AIMS**

Set in the broader context of personal, social, and health education, our drugs education reflects whole-school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all member of the school community.

We aim to enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

Drugs education should:

- ✓ Provide accurate information
- ✓ Correct misunderstandings
- ✓ Build on knowledge and understanding
- ✓ Explore attitudes and values towards drugs, drug use and drug users
- ✓ Develop pupils' understanding of rules and laws
- ✓ Develop pupils' interpersonal skills
- ✓ Develop pupils' self-awareness and self-esteem
- ✓ Explore the risks and consequences of their own and others' actions relating to drugs
- ✓ Be relevant to the needs of pupils and the school community.

Fundamental to our school's values and practice is the principle of sharing the responsibility for the education of our students with parents and carers. We strive for effective communication and co-operation.

## **TEACHING**

Our teaching must be responsive to changing trends in drug misuse and offer a clear and consistent message. It does not set out to shock or frighten students but rather to inform them and allow students to make informed choices. Students are given clear information about:

- ✓ the law on drug misuse via our police liaison officer
- ✓ the implications for individuals, families, and society
- ✓ School rules in relation to the misuse of drugs

We seek to equip our students with skills to help them resist the pressure to experiment with drugs through detailed discussion of likely scenarios of peer pressure and through role-play exercises. We seek to generate, through informed discussion, positive attitudes to healthy lifestyles in our students, which will be strong enough to influence their behaviour.

## DRUGS EDUCATION IN THE CURRICULUM

It is through PSHE that the major degree of drug education is delivered. This programme offers the opportunity to reinforce the benefits of a healthy lifestyle and give students the knowledge, understanding, attitudes and personal and social skills to make informed and responsible choices now and later in life without glamorising the subject by singling it out for separate treatment.

The programme is consistent with the School's policy on dealing with drug related incidents.

The following areas are considered through the curriculum:

At Key Stage 3 the abuse of alcohol, solvents, tobacco and other drugs are investigated via teacher-led sessions, participative methods and the use of outside speakers. There is a particular focus on tobacco in year 7, alcohol in year 8 and cannabis in year 9. However, these subjects are not viewed in isolation but incorporated into the PSHE framework and aims to enable students to:

- ✓ recognise personal responsibility for decisions about substance use
- ✓ understand the basic facts about substances including their effects and relevant legislation
- ✓ be aware of myths, misconceptions and stereotypes linked with substance use
- ✓ develop appropriate techniques for coping with situations in which substance use occurs
- ✓ investigate peer group pressure and positive ways of saying "no"

At Key Stage 4 there is more emphasis on researching factual information about the affects of drugs, physiologically and psychologically, within a social framework. There is a particular focus on Class A drugs in years 10 and 11. A variety of interactive and participatory approaches are used. This aims to enable students to:

- ✓ understand that Britain is a drug-using society and recognise the different patterns of use and their effects, such as the transmission of HIV infection through shared needles and the detrimental effects on the foetus of all types of drug use
- ✓ recognise that individuals are responsible for choices they make about drug use
- ✓ understand how to minimise the risks that users and potential users face
- ✓ analyse 'safe' levels of intake of some substances e.g. limited use of alcohol
- ✓ discuss the role of the media in influencing attitudes towards drugs
- ✓ identify sources of appropriate personal support.

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The School actively co-operates with other agencies such as community police, the LEA and health and drug agencies to deliver its commitment to drugs education.

## **ASSESSMENT, MONITORING, EVALUATING AND REVIEWING DRUGS EDUCATION**

Assessment in PSHE lessons seeks to judge achievement in drugs education in wider terms than purely gains in factual knowledge. Methods include:

- ✓ Seeking feedback from pupils at the end of lessons on their progress and achievements, both individually and as a group
- ✓ Teacher assessment of activities conducted and work completed
- ✓ Class discussion, aimed at helping pupils to identify what they should do next
- ✓ Inviting pupils and teachers to reflect on the overall programme.

## **PARENTAL INVOLVEMENT**

We value the support and encouragement of parents in our efforts at preventing drug misuse. Parents are welcome to receive a copy of this policy document and are encouraged to discuss with staff at the School any concerns they may have about drug related issues.

## **CONFIDENTIALITY**

Some pupils may choose to mention instances of drug use in class or with individual members of the School community. While staff will want to be supportive, it is clear that they work within child protection guidelines and clearly state that they may not be able to guarantee confidentiality. Only in exceptional circumstances would sensitive information be passed on against a pupils' wishes but teachers may have a moral and professional duty to do

so, for example, in relation to cooperating with a police investigation and referring to external services.