

Drugs Education Policy

Policy Approved: April 2014

Review Date: April 2017

Member of staff responsible for Drug Co-ordination: Head of Department for Kvutzah (PSHCE)

Context

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

Principles (in keeping with the aims of the school)

- JCoSS 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 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 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.
- 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 students have some knowledge about illegal drugs through the media, "street talk", and personal experience.

Policy Aims:

- To provide a safe, healthy environment in which 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 students to appreciate the benefits of a healthy lifestyle now, and in the future, enabling them to make reasoned, informed choices.
- To minimise 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 and 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 students.
- To work with the LEA and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme

Objectives for Drug Education:

- To provide opportunities for students to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip 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 students' decision-making skills and increased self-esteem.
- To engage parents in the school community and learning process.
- To enable students and staff to access support if they have concerns about their own or others' drug use.

Principles of Teaching and Learning

- Drugs education will take place in science, Kvutzah (PSHCE), assemblies, and drop down days. Students are taught within the guidance of the National Curriculum.
- This includes the following knowledge and understanding:

Key Stage	Learning Objective	Learning Outcome
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>

- Students are also taught the following attitudes, values and skills:
 - 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, debate and circle time.

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

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 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 or no knowledge at all. Teachers need to be sensitive to this issue and that lessons are planned to take account of students' age, culture, experience and maturity.
- The needs of all students will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some students. Where students' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support students in achieving these.

Staff Development

- The 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 School Effectiveness, Community Drugs Education Co-ordinators, and 'Healthy Schools' and other agencies.

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.
- students, staff, parents 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.