



Drugs Education Policy

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1. Aim

The aim of this policy is to clarify procedure and provision linked to effective drugs education in Horsforth School.

2. Ethos

2.1 Ethos of Horsforth School in relation to Drugs Education

The curriculum at Horsforth School aims to provide opportunities for all of its students to learn and achieve. As part of this, the school curriculum aims to promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life. Effective drugs education and incident management contributes to the overall ethos of the school. Drugs Education is embedded in our Lifeskills programme and all students take part in drugs education.

2.2 What are the aims of drug education?

Drugs education at Horsforth School aims to help its students:

- To develop and maintain a healthy lifestyle
- Make informed decisions, learn how to plan and manage choices.
- Know how to keep safe.

- Develop personal initiative and be able to take responsibility.
- Recognise personal skills and qualities in themselves and others.
- Maintain and develop relationships.
- Develop self confidence.
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed
- Recognise risk and associated consequences
- Know basic emergency aid procedures
- Seek help if appropriate

2.3 Contribution of drugs education to the health and safety of students, their families and the wider community

The National Curriculum makes reference to the importance of drugs education within the wider context of PSHE. The benefits of drugs education span the student, the school and the wider community. It is part of our statutory duty to promote pupil's wellbeing; preventing drug misuse and education on drugs is part of this duty.

2.4 Drugs Education helps students to:

- Equip themselves with the skills to live in a drug-orientated society.
- Deal with risk and meet the challenges of life now and in the future.
- Develop skills, knowledge and attitudes that will enable them to make healthier, safer choices and lifestyles.

- Achieve and raise standards in school through programmes aimed at increasing student motivation, self-esteem and responsibility.

2.5 Drugs Education helps Horsforth School by:

- Promoting health, wellbeing and safeguarding.*
- Having a more sophisticated response to drug related incidents.
- Reducing exclusions through a more targeted approach to those in need.
- Building on a positive multi agency provision.
- Meeting the requirements of the Science National Curriculum at Key Stages Three and Four.

2.6 Drugs Education helps the wider community by:

- Creating healthier young people.
- Developing informed young people who are more able to make safer decisions regarding themselves and others.

3. Definitions

What is a drug?

Current educational thinking agrees that a drug is “any substance which when taken changes the way that the body works or how a person behaves, thinks and feels” (Drugscope)

The word drug throughout this document refers to:

- All legally available medicines and anabolic steroids (prescribed over the counter).
- All legally used substances e.g. tobacco, alcohol, solvents and glues, poppers and e-cigarettes.
- All illegally possessed, used and supplied substances e.g. cannabis, LSD, ecstasy and heroin, And the new synthetic drugs, such as “spice”

4. Procedures

Procedures to support this policy are appended.

5. Evaluation

This policy will be evaluated every three years by the Pastoral Committee of the Governing Body to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

6. Authors

This policy was updated by SAN in June 2017.

PROCEDURES TO SUPPORT THE DRUGS EDUCATION POLICY

Roles and Responsibilities

Children Leeds plays a significant role in the co-ordination of drug education at a citywide level. It has established inter agency work and represents schools in local arrangements to tackle drug use amongst young people. It provides training to staff, specialist and non-specialist.

The role of the curriculum leader responsible for drugs education

- Audits staff training needs and includes this in the curriculum storyboard
- Ensures continuity in teaching and learning
- Monitors progression of all students.
- Offers guidance on appropriate teaching and learning methods.
- Develops effective links with specialist services and agencies.
- Is an exemplar in the teaching of Lifeskills / Drugs Education
- Provides support for teams and individuals
- Keeps up to date with local and national data, including relevant guidance.

The role of the school governors

- Agrees the broad aims of the curriculum and oversees the Drugs Policy
- Ensures that everyone in the school community works in a healthy and safe environment.
- Liaises with the Head teacher to ensure the roles and responsibilities pertaining to drugs education are maintained.
- Involvement in any case conference considering exclusion, which may be drug related.

The role of the Head teacher

- The head teacher has day-to-day responsibility for the premises and what happens there. Drug laws applying to the premises are relevant.
- The head teacher has responsibility for drug paraphernalia such as needles, syringes and broken bottles. He is responsible for issuing guidelines to all staff for their safe disposal.
- The head teacher has overall responsibility for the development and implementation of the schools drugs policy. This task may be delegated.

The role of the Drugs Education teacher

- All teachers are aware of the drugs policy.
- All teachers know who the staff with responsibility for drugs related incidents are.
- Teachers will teach all areas of the National Curriculum non statutory guidelines on Drugs Education to KS3 and 4, using the Life Skills Schemes of Work.
- Teachers will provide young people with information and facts about the effects and dangers of drug use, but will not promote the use of any one drug.
- Teachers will give young people a clear understanding of the consequences of drug use and how the law applies to drugs.
- Lessons will teach the skills needed in appropriate situations including basic first aid procedures.
- Teachers will deal sensitively with students who may have a known family background of drug use.
- Teachers will give additional information (phone numbers, websites etc) for individuals or a class on where they can obtain confidential advice, counselling and where necessary treatment.

- Staff should feel confident and committed to delivering lessons and use local police contacts including PC Sally Bissett where appropriate, and other agencies linked to the school: Chatelle Bleau Memorial, and Forward Leeds

Guidelines used for Drugs Education at Horsforth School

- The new National Curriculum for 'personal wellbeing' at KS3 and KS4 (2007).
- Drug, Alcohol, Tobacco Education Guidance, QCA.
- Drug Education Guidance DCSF 2007.
- The statutory Citizenship programme of study at KS3 and KS4.
- DfE and ACPO drug advice for Schools: September 2012.

Delivery of drugs education at Horsforth School

All KS3 Lifeskills teachers deliver drugs education and a team of specialist teachers deliver it to KS4. Drugs education is a component of the wider Lifeskills programme. This is co-ordinated by the curriculum leader of RE and Lifeskills.

Good drugs education shares many of the features of well-taught lessons in any subject. At Horsforth School as well as effective planning and monitoring a range of teaching strategies is employed. These teaching strategies relate to the age, stage of development, personal needs, family and religious and cultural background of the student.

Consideration is given to the following:

- Providing a safe, supportive environment, and establishment of ground rules.
- Making the objectives of the lesson explicit to the students.
- Acknowledging the current stage of knowledge and understanding of the students.
- Enabling students to express their real needs and contribute their own experiences.
- Allowing for the exploration and clarification of attitudes and values.
- Enabling students to develop skills in order to deal with drug related issues.

Teaching strategies include:

- Circle time
- Discussion and agreeing ground rules for working together.
- Initial climate building
- Active participatory group and pair work.
- Comparing viewpoints and clarifying attitudes and values.
- Problem solving exercises.
- Role play.
- Considering moral and social dilemmas.
- Story time
- Research presentations
- Assertiveness exercise
- ICT

Key Stage 3

Year 7: Tobacco; the Law, e-cigarettes, and solvents abuse, first aid.

Year 8: Cannabis, Illegal drugs, VSA, assertiveness.

Year 9: Illegal drugs; consequences; risks / influences; basic emergency aid; peer pressure; staying healthy, alcohol, synthetic drugs.

Year 10 and 11: Through Form Time, Life Skills, specialist assemblies and Health Week; Alcohol; illegal drugs, cannabis, risks, treatment; pressures, first aid.

Drugs education also forms part of Science, PE and Religious Studies lessons. Students who study Health & Social Care will also look at the effects and risks of drugs on both children and pregnant mothers.

We regularly promote drugs education through whole school assemblies and specialist lessons carried out by external speakers.

We have an annual 'Healthy Living Week' in which drugs education is promoted, particularly at the Health Fair.

We respond quickly to incidents related to new drugs or "trends" involving drugs by using Life Skills lessons and specialist one off assemblies or work for Tutor time.

Managing Drug Related incidents

Horsforth School has several nominated staff with responsibility for dealing with drug related incidents at Horsforth School. When an incident occurs, they will follow the procedures laid out in the School's separate Drugs Policy. Each stage of the process is to be recorded and may include the following: confiscation; disposal; involvement of the police; student needs assessment, all within the context of confidentiality where appropriate.

Staff should not deal with drugs related incidents themselves. They should pass on this responsibility to the nominated staff or the Headteacher as soon as is practicably possible..

Please refer to the separate procedures outlined in the School's Drugs Policy.

Confidentiality

Teachers cannot offer or guarantee absolute confidentiality. If a member of staff is informed of drug use or abuse he / she should follow school procedures, reporting concerns and see the designated teachers and staff for child protection, and / or the Behaviour Support Team.

Staff will always encourage students to talk to parents and carers and will give them support to do so.