



## DRUGS EDUCATION POLICY

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### Purpose

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 pupils/students' life skills.

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

Scott Lower School 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 pupils/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 pupils/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.

Families have an important role to play in supporting the provision of drug education, especially in helping a young person examine their attitude to drugs. The school's approach and rationale needs to be explained to parents/carers to gain their understanding and support. This is particularly important for parents/carers of primary age pupils/students, as they may not understand the necessity of starting drug education from an early age. Parents/carers should be provided with information about the drug education their child will receive at school so that they can support their child's learning at home, and access to support and information about drugs. The LA and Healthy School Programme can provide strategies to support the involvement of parents/ carers. Schools might suggest that parents/carers look at [www.dfes.gov.uk/parents](http://www.dfes.gov.uk/parents).

Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils/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/students 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.

### Aims

- To provide a safe, healthy environment in which pupils/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 pupils/students to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils/students to make reasoned, informed choices.
- To minimise pupils/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/carers and pupils/students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector).

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

### Teaching and Learning

In addition to science, Personal, Social and Health Education (PSHE) and Citizenship provide opportunities for drugs education. PSHE is described as a framework that is non-statutory. At Key Stages 1 & 2 Citizenship is included in the framework

Drug education is organised through timetabled PSHE lessons. Science and other curriculum subjects and off-timetable activities, including healthy living week.

Pupils/students are taught within the guidance of the National Curriculum (science programme of study, and the guidance for PSHE and Citizenship). This includes:

<b>Key Stage</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>
<b>1</b>	<i>To know that not all things are safe. To learn about signs that mean danger. To know the dangers from household substances, if they are not used as instructed. To learn about the role of drugs as medicine. To know that not all drugs are medicines.</i>	<i>I can identify signs that mean danger. I can identify different household substances and know that if they are not used properly, they can be dangerous. I know that drugs can be medicines but that not all drugs are medicines.</i>
<b>2</b>	<i>To understand further the role of drugs as medicines. To know that some drugs are harmful. In PSHE to explore situations where drugs could be offered. To find out about the appearance of drugs.</i>	<i>I fully understand that medicines are drugs but that some drugs are not medicines and are harmful. I know what to do if I find something that I think is a drug.</i>

Pupils/students 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, debate and circle time. The use of circle time is a key strategy for developing life skills.

**Cross Curricular Links and Differentiation**

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.

Whilst some pupils/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 pupils/students' age, culture, experience and maturity. The needs of pupils/students with SEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils/students. Where pupils/students' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils/students in achieving these.

**Management Support**

This 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.

**Equal Opportunities**

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

**Disability Discrimination Act**

Scott Lower School is committed to having due regard to the following

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.