

15/16-1.8.1

Recommendation (s): For the Governing Body to adopt this policy

DRUGS EDUCATION AND INCIDENT MANAGEMENT POLICY

Rationale

The use and misuse of drugs are an educational issue, as well as posing a threat to individuals, families and the wider community. The purpose/function of the policy is concerned with helping young people make positive choices regarding healthy lifestyles, safeguarding individual pupils, and protecting the school's reputation. The policy applies to all staff, pupils, parents/carers, governors and partner agencies. Jurisdiction includes anytime within the school grounds, activities of pupils before and after school whilst in school uniform and students on educational visits or engaged in offsite educational provision. The school recognises the need for a clear, consistent and balanced approach to education and incident management.

Purpose

- To enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and **practising** skills.
- To provide accurate information about drugs.
- To increase understanding about the implications and possible consequences of use and misuse.
- To widen understanding about related health and social issues, e.g. sex and relationships, sexual exploitation and crime,
- To seek to minimise the risks that users and potential users face.
- To enable young people to identify sources of appropriate personal support.

Definition

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 policy should make clear that the term 'drug' refers to:

- legal substances such as alcohol, tobacco, solvents/volatile substances and new legal highs which are not yet covered by the Misuse of Drugs Act;
- medicines – prescription and 'over the counter' recognising that any drug can be potentially dangerous
- illegal substances, including reference to those substituted cathinones (legal highs) that have recently been made illegal;

The possession and use of illegal and other unauthorised drugs is not acceptable.

Drug Education / Action to support individuals

Drug education can help our students to become better informed consumers of legal drugs and can highlight the risks associated with illegal drugs and drug use. They can also be encouraged to develop informed opinions about drugs and their role in society, and to learn tolerance and understanding for those people who become casualties of drug use. We believe that we have a significant role to play in helping to prevent drug related problems for members of our school community. The policy details what we do to help prevent drug related problems in our community and should any of its members make a choice to use drugs, how to minimise the risks associated with them. For some people, drug use can become a problem and we believe that we need to be proactive in order to respond effectively, expediently and supportively to any problems that may arise.

Confidentiality and drugs related disclosures

See school's confidentiality policy.

The Drugs Education Curriculum

Responsibility for Drugs Education lies with the school's PSHE Co-ordinator. The work of the PSHE Co-ordinator in terms of drugs education will be overseen by a member of the Senior Leadership Team responsible for Pupil Safety and Wellbeing.

Aims:

- Create a positive climate in which teaching and learning take place, where students feel comfortable to discuss their perceptions of drug use;
- Help raise and maintain student self-esteem to develop knowledge and understanding of drugs and medicines and how they are used/misused;
- Provide a variety of learning experiences encouraging the development of personal skills and the exploration of values and attitudes;
- Develop decision making and risk assessment skills;
- Enable students to recognise positive and negative influences;
- Encourage students to develop healthy lifestyles;
- Use "active" teaching and learning methods which are predominantly student centred;
- Create honest and open communication between the school community, including parents and carers, and its wider community;
- Identify sources of information, advice and support and enable students to access these resources if required;
- to provide opportunities for pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of choosing a healthy lifestyle, relating to their own and others' actions.

Objectives:

- to increase pupils' knowledge and understanding and clarify misconceptions about:
 - the short- and long-term effects and risks of drugs
 - the rules and laws relating to drugs
 - the impact of drugs on individuals, families and communities
 - the prevalence and acceptability of drug use among peers
 - the complex moral, social, emotional and political issues surrounding drugs
- to develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, help and advice
 - devising problem-solving and coping strategies
 - developing self-awareness and self-esteem
- to enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Curriculum Content

The programme is based on developing pupils' understanding on a progression of knowledge and skills throughout their time at Ribblesdale High school. The basis of this education is driven from the following areas:-

1. National Curriculum PSHE framework
2. National Curriculum Science
3. Drug, Alcohol and Tobacco Education, curriculum guidance for schools at key stages 3-4
4. National Curriculum Citizenship programme of study for key stages 3 and 4

Refer to appendix 2 (PHSE) and appendix 3 (Science).

Pupil voice and parental/guardian involvement

At the end of each unit of delivery, pupils will be actively involved in reviewing the education and what are their views on future input via a survey which can be completed. This will help to shape the future curriculum. Furthermore, we aim to engage parents and guardians on the delivery of the drugs education through involvement in events providing opportunities to speak with teachers and other relevant professionals.

Drug Related Incidents

Methodology and SEN pupils

The following **principles** are applied in every unit of drug education:

- Resources must be differentiated to allow SEN pupils access to the curriculum
- a range of teaching methods is used which encourage the active and interactive participation of all pupils
- information that is provided is comprehensive, accurate, up-to-date and unbiased with input from the PSHE forum

Assessment, monitoring, evaluation and reviewing of the Drugs Education at Ribblesdale.

The teaching of PSHE is monitored and evaluated as part of the whole school quality assurance process. This includes learning walks and lesson observations and drop-in sessions in both sharing good practice and developing knowledge.

Drug related incidents should be reported immediately to a member of the Senior Leadership Team who will liaise with the Headteacher (or relevant deputy) in order to respond appropriately to the specific nature of the incident. This may include a disclosure or discovery concerning possession, use or supply of drugs. If searches are required they should be conducted in line with the guidelines stated in the school's behaviour for learning policy. It is the policy of the school to inform / involve parents when dealing with drug related incidents unless this place the individual at significant risk of harm in which case child protection procedures would be followed (see child protection policy). Incidents involving smoking or possession of tobacco should be dealt with through routine processes – see Behaviour for Learning policy.

The following guidelines will therefore apply:

- Drug related incidents will always be taken seriously
- The health and safety of pupils must take priority over any investigative process – if there is a medical emergency call for an ambulance immediately

- Where appropriate the normal investigative process should be undertaken and pupils should be given the opportunity to record their version of events on a standard pupil statement pro-forma.
- Once the investigation is complete a parent should be contacted to collect the pupil from school (this is particularly critical where a pupil has been under the influence of a drug).
- Each incident will be considered, individually based on the particular set of circumstances, as no two incidents are ever the same.
- The school will balance sanctions, support and education to ensure the well-being of the school community.
- All pupils who will be offered support from Early Break.
- Where pupils are promoting drugs or a drug culture, e.g. through discussions with other pupils, graffiti or inappropriate images the full range of school sanctions should be considered including low level sanctions such as detentions.
- Possession / use of drugs will usually lead to fixed term exclusion unless there are exceptional circumstances.
- Repeat drug offences, supplying or dealing drugs may lead to a permanent exclusion on grounds of the health and safety of the school community being placed at risk.
- The school will contact the police regarding drug related incidents involving illegal substances. Illegal drugs should be clearly labelled and packaged (name of pupil confiscated from / date / teacher leading investigation / suspected contents) and stored in the school safe in the Business and Finance office.

Managing "disaster"

In the event of a drug-related incident involving serious injury or death the standard disaster management procedure will be implemented.

Media Enquires

Any media enquiries related to drugs related incident should be directed to the Headteacher as a matter of urgency.

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Ratified by Governors: 13/01/13

Review: Autumn Term 2014

Appendix 1

Key documents / Useful Contacts

Drugs: Guidance for Schools

DfES February 2004

LA Teacher Adviser, Education Health and Wellbeing Team, 3rd Floor JDO, East Cliff Complex,
Preston PR1 3JT

Telephone 01772 531555
Fax 01772 531525

Lancashire Drug Action Team
Minerva Health Centre, Lowthorpe Road, Preston, PR1 6SB

Telephone 01772 777065

Early Break
St Philip's Church, Leeds Road, Nelson, BB9 9XB

Telephone 01282 604022

www.earlybreak.co.uk

Ribble Valley Youth & Community Office
Lancashire House, The Sidings Business Park, Whalley, BB7 9SE

Telephone 01254 824544

'What Now?' Information & Advice Line

Telephone 0800 51 11 11 (10.00 am – 10.00 pm)
Text 07786 51 11 11

www.q2a.co.uk

Appendix 2 – PHSE Curriculum

Programme of Study

Year 7

Units of work include a general introduction to the study of drugs education. They begin to understand how alcohol is calculated in units and which alcohol is the most dangerous. Students learn how to investigate the wider consequences of drinking alcohol at a young age and the misuse of alcohol including the long and short term effects. They reflect upon several case studies and decide whether the NHS should pay for self-inflicted injuries (those which are internal and those caused by being drunk) with the misuse of alcohol. There is also the opportunity for students to discuss how alcohol can be drunk in a safe and secure manner and the law relating to alcohol.

Year 8

Units of work include an introduction to drugs education, discovering the differences between legal and illegal substances, a key focus on smoking and the relevant long and short term effects, the link between smoking and drinking alcohol, the benefits of choosing a healthy lifestyle. There is also across over link with the citizenship programme and the issues of crime in society and the reasons why people commit crime. Furthermore, year 8 also study how peer pressure in many forms can lead to making inappropriate lifestyle choices.

Throughout this year we also focus on using making decisions and the skill of seeing long term consequences and the use of empathy as a vehicle to help pupils relate to

Year 9

Units of work include the law of drugs, the systemic use of cannabis and alcohol abuse, the causal link between drugs abuse and risky sexual health decisions, mental health problems as a result of drug abuse and the consequences of using illegal drugs upon future life decisions including career choices. Through the citizenship programme how drugs can cause economic issues for the country.

Year 10

Units of work include the look at hard drugs (including class A & B substances), the effect of and consequences to using hard drugs and how cannabis is a gateway drug, real life stories and using this to help make appropriate decisions suiting the individual pupils. How drugs affect the family and community unit. Link between drug abuse and negative sexual health choices. Alcohol abuse and drink driving

Year 11

Units of work include the fatal consequences of illegal drug abuse, how drugs can overtake a person's lifestyle and remove the opportunity of success. Alcohol and the consequences of drinking to excess and spiking. The issues of teenage and unwanted pregnancies.

This is in line with the government requirements in the following key stage for PSHE.

Appendix 3 – Science Curriculum

Drugs affect our body chemistry. Medical drugs are developed and tested before being used to relieve illness or disease. Drugs may also be used recreationally as people like the effect on the body. Some drugs are addictive. Some athletes take drugs to improve performance. People cannot make sensible decisions about drugs unless they know their full effects. Candidates should use their skills, knowledge and understanding to:

- evaluate the effect of statins in cardiovascular disease
- evaluate different types of drugs and why some people use illegal drugs for recreation
- evaluate claims made about the effect of prescribed and non-prescribed drugs on health
- consider the possible progression from recreational drugs to hard drugs
- evaluate the use of drugs to enhance performance in sport and to consider the ethical implications of their use.

B1.3.1 Drugs

a) Scientists are continually developing new drugs.

b) When new medical drugs are devised, they have to be extensively tested and trialled before being used. Drugs are tested in a series of stages to find out if they are safe and effective.

New drugs are extensively tested for toxicity, efficacy and dose:

- in the laboratory, using cells, tissues and live animals
- in clinical trials involving healthy volunteers and patients. Very low doses of the drug are given at the start of the clinical trial. If the drug is found to be safe, further clinical trials are carried out to find the optimum dose for the drug. In some double blind trials, some patients are given a placebo, which does not contain the drug.

Neither the doctors nor the patients know who has received a placebo and who has received the drug until the trial is complete.

GCSE Biology for certification June 2014 onwards (version 1.1)

Subject Content 3 Additional guidance:

Knowledge and understanding of the specific effects of recreational drugs on the body, except for cannabis are not required. The legal classification of specific drugs is not required.

Additional guidance:

Awareness of the benefits of medical drugs, the impact of non-medical drugs such as alcohol and the possible misuse of legal drugs should be considered.

Additional guidance:

Knowledge of the mode of action of steroids and other performance-enhancing drugs is not required.

c) Candidates should be aware of the use of statins in lowering the risk of heart and circulatory diseases.

d) Thalidomide is a drug that was developed as a sleeping pill. It was also found to be effective in relieving morning sickness in pregnant women.

Thalidomide had not been tested for use in pregnant women. Unfortunately, many babies born to mothers who took the drug were born with severe limb abnormalities. The drug was then banned. As a result, drug testing has become much more rigorous. More recently, thalidomide has been used successfully in the treatment of leprosy and other diseases.

e) Candidates should be aware of the effects of misuse of the legal recreational drugs, alcohol and nicotine. Candidates should understand that the misuse of the illegal recreational drugs ecstasy, cannabis and heroin may have adverse effects on the heart and circulatory system.

f) Cannabis is an illegal drug. Cannabis smoke contains chemicals which may cause mental illness in some people.

g) The overall impact of legal drugs (prescribed and non-prescribed) on health is much greater than the impact of illegal drugs because far more people use them.

h) Drugs change the chemical processes in peoples' bodies so that they may become dependent or addicted to the drug and suffer withdrawal symptoms without them. Heroin and cocaine are very addictive.

i) There are several types of drug that an athlete can use to enhance performance. Some of these drugs are banned by law and some are legally available on prescription, but all are prohibited by sporting regulations. Examples include stimulants that boost bodily functions such as heart rate; and anabolic steroids which stimulate muscle growth.