



DRUGS EDUCATION POLICY

Last reviewed on:	April 2022
Next review due by:	April 2025



Drug and drug education in the context of this document are inclusive terms for **all** drugs including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents and volatile substances.

A teacher of drugs 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 drugs education should start early; the key to which is developing student's life skills.

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

Governors will be kept informed as to the progress of the drugs education programme and the implementation of our school policy.

Kirkby High School is committed to the health and safety of all its members and believes 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 Standards.

We have a strong commitment to a comprehensive programme of drug education for all students.

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 thus 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 the 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 medicines to aid recovery, or illegal use. Many students have some knowledge about illegal drugs through the media and personal experience.

We follow local and national guidelines as a framework for responding to drug related incidents which can be found at: <https://www.gov.uk/government/publications/drugs-advice-for-schools>

DRUG POLICY AIMS

- To provide a safe, healthy environment in which students and staff can learn and develop
- To enable students to make reasoned, informed lifestyle choices appreciating the benefits of a healthy lifestyle now and in the future
- To minimise students' experimentation with illegal or harm causing substances
- To work with the LA and outside agencies to secure and support a balanced delivery of a drugs education programme
- To enable students and staff to access support structures
- To monitor, evaluate and review learning outcomes for students
- To support and engage parents/carers and students in their own personal learning and responsibilities
- To address and take account of local community needs, including the differences and diversity within the school community
- To ensure all members of the school community know and understand the rules, expectations and policy regarding drugs incidents and concerns about individuals
- To promote clarity about the management of drug related incidents in the school
- The school will respond sensitively to students that may have had adverse experiences with family that have been involved in drug related incidents

OBJECTIVES FOR DRUG EDUCATION

- To provide opportunities for students to gain knowledge about and identify the distinction between legal and illegal drugs
- To develop and equip students with the knowledge, attitudes and skills necessary to avoid peer group pressure or unwanted drug offers from others
- To build students decision making skills and increase self esteem
- To engage parents/carers 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

In addition to the science curriculum, the study of substance use and misuse is an integral part of the personal development (PD) curriculum. It aims to allow students to acquire knowledge, understanding and skills enabling them to consider the effects of chemical substances on themselves and others and to make informed and healthy decisions about their use.

KNOWLEDGE AND UNDERSTANDING

Drugs Education in a PD context is delivered within Year 7, 10 and 11 curriculum and as part of the Science curriculum at KS3.

Students are taught within the guidance of the National Curriculum (science programme of study) and guidance for Personal Development (RSE curriculum). This includes:

Key Stage	Learning objective	Learning outcome
3 Science	Health – the effects of recreational drugs (including substance misuse) on behaviour, health and life processes	I know what drug dependency means and how it affects people's lives.
3 and 4 PD	<p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <ul style="list-style-type: none"> • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. <p>The law regarding criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</p>	<p>I recognise that different people have different attitudes towards legal and illegal harmful substances.</p> <p>I understand the associated risks involved when people use these substances, including the physical and psychological risks.</p> <p>I specifically understand the risks associated with smoking and the benefits and support that can be gained by stopping</p> <p>The law regarding these issues</p>

ATTITUDES, VALUES AND SKILLS

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 and the media/TV
- How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to reduce harm to themselves and others
- That their actions affect themselves and others, to respect and care about 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

Teaching is child centered, with teachers using a variety of strategies including role play, discussion, group work, audio-visual material, IT, case studies, games, quizzes and simulations. These strategies are important in developing life skills.

RESOURCES

Teaching resources are up to date, differentiated and age/culturally appropriate. The school allocates adequate funding through PD to drugs education provision. Adequate staff resources, development and training are provided to address identified needs. Additional support is provided by relevant outside agencies.

CROSS CURRICULAR LINKS

Drugs education has many cross-curricular links, with science making a particular contribution. There are links to other subjects, such as physical education, and aspects of school life, notably the spiritual, moral, social and cultural aspects of the curriculum.

INCLUSION AND DIFFERENTIATION

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 students with SEN need to be taken into account and a differentiated approach may be necessary. Teachers should pay due regard to students' provision map information when planning the lesson.

STAFF DEVELOPMENT

CPD opportunities are available to staff through contextual safeguarding training opportunities.

Links to related school policies:

- Personal Development
- Behaviour
- SEND
- Equal Opportunities
- Safeguarding and Child Protection
- Students and Medicines

