

**Cranborne Middle School**  
**Drugs Education Policy**  
**February 2017**

Name of school	Cranborne Middle School
Date of policy	February 2017
Member of staff responsible	Mrs E Taylor

**Introduction**

This policy is aimed at all the staff, pupils, parents/carers, governors and agencies working within the school. Copies can be found in the policy file within the school office, in the PSHCEE department and on the school website. Pupils, parents, governors, staff and any relevant agencies will be consulted in the further development of this policy and its subsequent review.

The school recognises that drug misuse in our society is a threat to individuals, families and the wider community. Young people are influenced by their peers, their parents/carers, youth culture and the media and schools alone cannot solve the problems of drug misuse in society. However, an effective programme of drugs education in school will help to ensure that young people are aware of the risks of drug taking and have the knowledge and skills to help them make the right decisions and choices.

**Definition**

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

**Aims**

Set in the wider context of personal, social and health education, our drugs education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of the school community. We aim to enable pupils to develop their knowledge, skills, and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives. All teaching should focus on meeting the needs of the pupils at whom it is aimed. The school is still committed to the principles behind the National Healthy Schools Programme. Choosing not to take drugs is a key aim of the Be Healthy outcome (Every Child

Matters: Young People and drugs) but the school recognises that drug use can compromise the achievement of the other outcomes (Stay Safe, Enjoy and Achieve, Make a positive Contribution and Achieve Economic Wellbeing) in the short and long term. As a result, our approach to drugs education aims to support and safeguard the wellbeing of all our pupils.

Drugs education should not only increase the pupil's knowledge and correct misunderstandings but develop pupil's personal and social skills to make informed decisions and keep themselves safe and healthy including:

- assessing, avoiding and managing risk
- communicating effectively
- resisting pressures
- knowing where to find information, help and advice
- devising problem-solving and coping strategies
- developing self-awareness and self-esteem

### **Moral and Values Framework**

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
  - Respect for others
  - Responsibility for their own actions
  - Responsibility for their family, friends, schools and wider community
- <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- <https://www.gov.uk/government/collections/statutory-guidance-schools>
  - [https://www.pshe-association.org.uk/resources\\_search\\_details.aspx?ResourceId=495](https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495)
  - <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>
  - [http://www.gserve.nice.org.uk/nicemedia/documents/nhss\\_drug\\_education.pdf](http://www.gserve.nice.org.uk/nicemedia/documents/nhss_drug_education.pdf)

### **Drugs education in the curriculum**

The National Curriculum outlines specifically what pupils should be taught within science and PSHEE:

#### **Science (statutory requirement)**

##### **Key Stage 2**

- Recognise the impact of diet, exercise, **drugs** and lifestyle on the way their bodies function.
- A non-statutory requirement is that pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

##### **Key Stage 3**

- Impact of exercise, asthma and **smoking** on the human gas exchanges system.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

#### **PSHCEE**

##### **Key Stage 2**

- Which commonly available substances and drugs are legal and illegal, their effects and risks.

### **Key Stage 3**

- Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.

These specific sections fit within a broad framework of PSHEE. Many other elements of the framework address the attitudes, skills, knowledge and understanding important to drugs education.

Drugs education is included in the statutory elements of the National Curriculum Science programme but it is through PSHEE that the major part of drugs education is delivered.

### **Year 5**

#### **Learning intentions/objectives:**

- To know the health risks of smoking and be able to explain how tobacco affects the lungs and heart.
- To be able to make an informed decision about whether or not they choose to smoke and know how to resist pressure.
- To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and the heart.
- To be able to make an informed choice about whether or not they choose to drink alcohol and know how to resist pressure.
- To accept and respect themselves for who they are.
- To respect and value their body.
- To know what makes a healthy lifestyle and the choices they need to make to be healthy and happy.
- To be motivated to keep themselves healthy and happy.

### **Year 6**

#### **Learning intentions/objectives:**

- To know about different types of drugs and their uses and their effects on the body, particularly the liver and the heart.
- To be motivated to find ways to be happy and cope with life's situations without using drugs.
- To be able to evaluate when alcohol is being used responsibly, anti-socially or being misused.
- To be able to explain how they feel about using alcohol when they are older and their reasons for this.
- To be able to recognise when they feel stressed and the triggers that can cause this and understand how stress can cause alcohol misuse.
- To be able to use different strategies to manage stress and pressure.

### **Year 7**

#### **Learning intentions/objectives:**

- To help the development of skills for positive self-esteem and a positive body image.
- To recognise when pressure from others threatens their personal safety and well-being and develop effective ways of resisting pressure.
- To develop a sense of personal identity and appreciate the uniqueness of themselves and others', respecting the differences between people.
- To recognise and evaluate the risks of a chosen activity.

## **Year 8**

### **Learning intentions/objectives:**

- To receive factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse.
- To recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs) including managing peer pressure.
- To recognise the personal and social risks and consequences for themselves and others of making decisions regarding substance, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke.
- To learn about the safe use of prescribed and over the counter medicines.
- To be aware of the risks and consequences of “experimental” and “occasional” substance use and the meaning of the terms “dependence” and “addiction”.

The drug education programme is delivered using a wide variety of methods, techniques and resources. Outside speakers and agencies are brought in to enhance learning outcomes where appropriate. For example, the Safe Schools and Community Team deliver a workshop to year 8 and hold a parental information evening at the school. In Year 7, all pupils will experience the Dove workshop which aims to develop skills for self-esteem and positive body image. In year 6, as part of their visit to the Weymouth Fire safety centre, pupils will take part in an activity to consider issues around alcohol and tobacco use and misuse.

Our teaching must be responsive to changing local and national trends in drugs misuse and schemes of work must be altered accordingly. The programme does not set out to shock or frighten pupils (research shows that such techniques are rarely effective in influencing behaviour) but rather to provide accurate relevant factual information combined with a life skills approach. The programme is tailored to the young person’s needs and skills and information is built upon year after year.

Drugs education in school will be sensitive to the cultural, religious and ethnic backgrounds of pupils while maintaining that the purpose of education is to prepare them for drug related incidents they may encounter throughout their lives.

### **Inclusion and differentiation**

Drug education is an important aspect of the curriculum and appropriate differentiation of tasks, materials and resources will take place to ensure that the diverse needs arising from children’s differing abilities and requirements are met.

Some pupils may be taking medication and it is therefore important to stress the distinction between the importance of the medical benefits and drug misuse.

### **Assessing, monitoring, evaluating and reviewing drugs education**

The elements of drug education that form part of the Science curriculum are assessed in accordance with the requirements of National Curriculum Science. Assessment in PSHCEE lessons seeks to judge achievement in wider terms than purely gains in factual knowledge. Methods include:

- Teacher/pupil/peer assessment of work and activities completed.
- Class discussion and activities, aimed at helping pupils to identify the risks and consequences of chosen decisions and behaviour.
- Pupil reflection of their learning, including further questions they would like answered.

Monitoring takes place through, for example:

- The observation of contributions of outside agencies.
- Ensuring that lessons delivered are in line with the planned objectives.

The programme is evaluated through:

- Pupil and staff reflections on learning.
- Performance management of staff teaching PSHEE.
- The AFL policy of the school.

The schemes of work are reviewed by:

- Materials and resources being revised in the light of evaluation.
- Content being brought up to date in the light of changing patterns of drug use in the local area.

### **Confidentiality and Safeguarding**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed immediately when any disclosures of abuse or potential abuse are made; the child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing
- The student's age, maturity and competence to make their own decisions
- Professional responsibilities to co-operate with a police investigation

When it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

### **Supporting "At Risk" Pupils**

During the teaching of Drugs education, children may give cause for concern and the member of staff is responsible for informing the tutor or year leader, or if necessary directly seeking help from the safeguarding officer. The safeguarding officer should also inform a member of staff if there are issues that the teacher should be aware of before the unit of work is commenced.

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to;

- Child protection
- Co-operating with a police investigation
- Referral to outside services.

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

### **Parental involvement**

We value the support and encouragement of parents/carers in our efforts at preventing drug misuse. Parents are welcome to look at copies of this policy and are encouraged to discuss with the school any concerns they may have about drugs education.

### **Governors**

The governing body of the school has the ultimate authority for the management of the school and for its educational provision. Responsibility for the drugs education programme is delegated to the Head teacher and teaching staff. Within the school itself it is the responsibility of the PSHEE Subject Leader, Mrs E Taylor, to coordinate curricular aspects of drugs education.

### **Links to other policies and curriculum areas**

We recognise the clear link between Drugs Education and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Health and Safety
- Confidentiality
- Pastoral Support
- PSHCE Policy
- School Visits
- Anti-Bullying Policy

### **Dissemination**

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

### **Policy Review**

This policy is reviewed every two years, or sooner if there are significant changes made.

	Signed Head teacher	Signed Chair of Governors
Date of review: February 2017		
Date of next review: February 2019		