

Name of School

DRUG EDUCATION POLICY

Aim of Policy

Name of School see it as a priority to promote wellbeing and a healthy lifestyle to our students at every opportunity. Drug use and misuse can have a serious effect on health, well-being and academic achievement, including legal and socially acceptable drugs such as alcohol and caffeine. **Name of School** therefore has an important role to play in the delivery of education around drugs and drug use.

This policy provides a framework for an effective drug education which will provide young people with the skills and confidence to make informed decisions and resist drug misuse, therein helping them to achieve their full potential in society.

Disseminating the Drug Education Policy

A copy of this policy will be supplied to all staff and governors, and included within school handbook, staff handbook, governor handbook and new staff induction materials. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to Drug, Alcohol and Tobacco Education

Staff Responsible for Drugs Education *(delete/amend as appropriate)*

Head Teacher:

PSHE Lead:

Safeguarding Lead:

Lead Governor:

Signed	
Policy Date	

Policy Review Date	
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Background Information to the Policy

Compliance with Statutory Requirements

Our policy is informed by the ACPO Drugs Advice for Schools (2012) and the Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 which makes Relationships, Sex and Health Education statutory in all Secondary schools.

Further key national and local guidance, include:

- [PSHE Association Drug and Alcohol Education Program of Study](#)
- [MENTOR Reviewing your drug and alcohol policy – a toolkit for schools](#)
- [Nicotine- and tobacco-free schools Policy development and implementations toolkit](#)
- [Wandsworth Safeguarding Children Partnership](#)

Policy Development

This policy was developed by the school governors and the PSHE Subject Lead, in consultation with **pupils (school council)/staff/parents and carers/ and wider community partners e.g. school nurse and other health professionals/ local religious and community leaders. *(delete as appropriate)***

Links to other School Policies

The Drug Education policy should be read in conjunction with the following school policies: ***(delete or add as appropriate)***

- 1) **Manging Drug Related Incidents Policy**
- 2) **Safeguarding/Child Protection Policy**
- 3) **Confidentiality Policy**
- 4) **Behaviour/Anti-Bullying Policy**
- 5) **Online Safety Policy**
- 6) **Equalities Policy**
- 7) **SMSC Policy**
- 8) **SEND Information Report**

9) **PSHE / RSHE Policy**

10) **Mental Health Policy**

Definitions

The following terms are used in this policy in relation to drugs:

- **a drug** is a substance people take to change the way they feel, think or behave
- the term **drugs** is used to refer to all drugs including;
 - illegal drugs (those controlled by the Misuse of Drugs Act 1971), for example cocaine, cannabis, heroine, new psychoactive substances - 'legal highs';
 - legal drugs, including alcohol, tobacco and nicotine (including through e-cigarettes and vaporisers), volatile substances and caffeine (including in the form of tablets and energy drinks); and
 - all over-the-counter and prescription medicines
 - *For more information, see List of the most commonly encountered drugs currently controlled under the misuse of drugs legislation by the Home Office.*
- **Health Education** is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

Drugs Education

Drugs education is an essential component of drug prevention; education can help to reduce the consumption of drugs, delay onset of first use and reduce the risks associated with drug use.

Aims of the Drug Education Curriculum

The school's drug education curriculum aims to:

- 1) Increase students' knowledge and understanding of:
 - a. The short- and long-term effects of drugs
 - b. UK laws relating to drugs
 - c. The impact of drugs on families, communities and personal behaviour
 - d. The prevalence and acceptability of drug use among peers

- e. The moral, social and emotional issues surrounding drug use
- 2) Develop young people's confidence and skills to make informed decisions to stay safe and healthy, including finding information and advice, and devising coping strategies
- 3) Enable young people to explore their own and other people's attitudes towards drugs, drug use and drug related issues.
- 4) Provide pupils with opportunities to discuss attitudes and build skills to resist peer group pressure in relation to drug use.

Ensuring Drug Education is Effective

To ensure drugs education is effective, the curriculum will be delivered through the following approaches:

- **Creating a safe and supportive learning environment** which enables pupils to discuss concerns, feelings, and sensitive issues. Creating this environment can be aided through establishing ground rules, for example, through a group agreement.
- **Using a variety of teaching and learning styles** which are active and interactive. This includes videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the internet and visits by theatre groups. Any resources provided will be assessed to ensure they are current, relevant and appropriate to the pupils. Lessons should also be taught within a spiral curriculum, rather than delivered within one-off sessions.
- **Ensuring lessons are accessible to all pupils**, including:
 - Pupils with special educational needs and disabilities. We recognise that pupils with SEND can be more vulnerable to exploitation and bullying, which means it is essential to provide sensitive and age-appropriate Relationships and Health Education, delivered using appropriate resources, small group work and providing CPD for teachers.
 - Pupils from varying cultural and faith communities. The curriculum will be developed and delivered in a way which is open to all young people, but which recognises, respects and celebrates difference.
- **Addressing questions from pupils** and dealing with these honestly, sensitively and in the most appropriate manner. Questions will not be disregarded. Questions should also be used to assess levels of pupil knowledge, and resultantly inform an appropriate curriculum which is responsive to pupil development and circumstances.
- **Signposting pupils to appropriate services** to increase awareness of drug, alcohol and mental health support organisations, both nationally and locally, for example <https://www.gettingiton.org.uk/> or <https://www.wcdas.com/about-us/>

Confidentiality

If a pupil indicates that they are vulnerable or at risk, staff will refer to the Child Protection/Safeguarding policy. Teachers will regularly remind pupils that they cannot offer unconditional confidentiality, but will reassure pupils that their best interests will be maintained.

Delivery of Drug, Alcohol and Tobacco Education

Drug education is delivered to students across all year groups through a spiral curriculum, rather than delivered within one-off sessions. It is taught within **dedicated PSHE lessons/ Subject specific e.g. Science / Assemblies/Special weeks e.g. Wellbeing Weeks**. The PSHE curriculum will be delivered to students through a variety of whole class lessons, smaller group work and where relevant, in one-to-one sessions.

The lessons will be delivered **predominantly by the Class Teacher, but there are times during the programme when learning is complemented by external visiting speakers. Contributors to the education programme include youth workers, substance misuse team, school nurses and other health care professions such as specialist drug agencies, the police and theatre-in-education groups.**

Use of External Organisations

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people.

We work in partnership with all external organisations to ensure that all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external organisations will have DBS background checks, and **name of school** will review material before it is delivered to ensure consistency of messaging. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

Assessing and Monitoring Drug Education

The PSHE Lead will be responsible for the overall monitoring of drug education. This will include:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school's assessment procedures
- Evaluating the programme by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained.
- Recommending targets for whole school development

Training Staff to Deliver Drug Education

It is important that staff deliver PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE.

Continuing professional development will be provided through a range of options, including individual study and development, in-house CPD and external training courses.

Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues