



PARK HIGH SCHOOL

Drug Awareness Policy

UPATED	April 2018
AUTHOR	Karen Wilkinson
DOCUMENT OWNER	WSC
VERSION No	1.0
NEXT REVIEW	April 2019
REVIEWED BY	WSC

Changes, additions and comments to existing policy

- Part 1: Further clarification of how the policy is disseminated
- Part 3: Updates to some DFE guidance dates
- Part 7: Further information on school stance to drugs, and acknowledgement and reference of legal responsibilities.
- Part 8: Addition of key staff with responsibilities
-

Development process

The policy has been drawn up in consultation with staff, students, governors, parents/carers and local police. Students have been consulted through their PSHCEE programme and the student committee. This policy takes into account recent government guidelines.

1. Dissemination of the policy

Copies of the policy will be available from the school office and relevant extracts of the policy will be published in:

- the staff handbook
- the school website

In addition, further awareness for colleagues is raised via staff and email briefings and CPD sessions.

2. Links with other policies

This policy has been developed as part of a whole school approach to health and wellbeing with a focus on drug issues and should be read in conjunction with the following school statements and policies:

- school aim
- whole school behaviour (including anti-bullying)
- safeguarding and child protection
- inclusion
- health and safety
- medicines
- PSHEE and citizenship
- Teaching and learning
- guidance on outside visitors and visitor protocol
- school visits

3. Local and National Guidance/context

The policy has been developed and updated with reference to recent guidance:

- Drug Advice for schools DfE and ACPO September 2012
- Behaviour and Discipline DfE January 16
- Screening, searching and confiscation Advice DfE February 2014
- Keeping Children Safe in Education DfE 2016
- NC science DfE 2015
- PSHEe Association SOW 2013
- Listening to and involving young people (statutory) DfE 2014
- Delivering effective drug education in the classroom draft standards Mentor 2013

The policy supports the statutory role of schools to promote pupils' well-being and the government's Drug Strategy 2017.

The UNCRC principles and values underpin the schools approach to PSHCEe and drugs. Articles 2, 3, 12, 13, 29, 33 and 40 are particularly relevant to this policy and are reflected in the approach to drug education and the **management of incidents**.

4. The purpose of this policy is to:

- clarify the legal requirements and responsibilities of the school
- reinforce and safeguard the health, wellbeing and safety of the students and the school community
- clarify the school's approach to drugs for all staff, students, governors, parents/ carers, external agencies and the wider community
- give guidance to staff on developing, implementing and monitoring the drug education programme
- enable staff to safely manage drugs on school premises and any incidents that occur

- with confidence and consistency, and in the best interests of those involved
- provide a basis for evaluating the effectiveness of the school's approach to drug education and its management of incidents

5. The policy applies to all students in the school and members of the school community. Any professional misconduct relating to drugs will be dealt with according to the internal rules of the school (and conditions of service) and dealt with by the Headteacher and governing body. The policy applies to:

- situations on the school premises, including building and grounds
- offsite activities, visits and school trips including residentials, work experience
- times when the school has a responsibility of 'duty of care'
- adults involved with the school e.g. visitors, adults supporting school trips.

6. Definitions and terminology:

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 term **drug** in this policy refers to all legal drugs including alcohol, tobacco, volatile substances; psychoactive substances (legal highs); over the counter and prescription medicines and all illegal drugs.

7. School stance

Park High School ensures *'every individual is highly valued. Our supportive approach enables everyone to develop the knowledge, skills and understanding required to be responsible, considerate and well-rounded individuals suited to the demands of our ever-changing multicultural society. All of our students achieve their full potential and become equipped for successful participation in adult life, whatever their futures may hold.'* (school prospectus)

The school is committed to the health, welfare and safety of all its members and will take action to safeguard their wellbeing. The school aims to provide a school ethos, environment and curriculum where students are able to develop self- confidence, take responsibility and make informed, healthy and safe choices.

The possession, use or supply of illegal and other unauthorised substances within the school boundaries (as identified by this policy) is unacceptable.

Park High School is aware of its legal responsibilities in regard to drug related incidents and in responding to incidents, seeks to work in line with local and national guidance. A member of the SLT will normally be responsible for co-ordinating the management of drug-related incidents, offering sources of support and liaising with outside agencies. Incidents will be dealt with after making an assessment of the situation and will be reported to the Headteacher. Appropriate support will be offered to those with substance related problems.

Each case will be assessed and levels of sanctions may vary according to the seriousness of the incident and the pupil's involvement.

If any pupil or adult on school premises is found in possession of an unauthorised drug it will be confiscated, if possible. If the drug is suspected to be illegal, the school may wish to contact a police officer for discussion. Illegal substances will be legally destroyed or handed to the police as soon as possible and not stored. Parents will normally be informed (for a

student) and other professionals such as the LA, Youth Service, Police, GP, Social Services will be informed or consulted as appropriate.

At Park High School the welfare of the pupil is paramount. We maintain that constructive strategies that enable pupils to continue to benefit from continued education are preferable. Following actions to preserve safety, the health & emotional needs of pupils will be considered. Support is available through the pastoral system, to ensure a caring response to pupils in distress. Interventions will be considered if the school feels a pupil is showing signs which indicate particular risks of, or from, involvement with drugs, whether their own or their parents'/carers'. Such interventions may include consultation with parents/carers and other agencies, possible case conferences and subsequent referral.

8. Members of staff with key responsibilities for this policy are:

- the Headteacher /deputy Headteacher who will oversee and co-ordinate drug issues
- the SLT link for PSHCEe will oversee the drug education programme.
- The AHT with responsibility for Safeguarding will work with other members of the pastoral team to support pupils with substance concerns
- The dissemination of drug awareness education is led by the PSHCEe coordinator, supported by KS3 and KS4 post-holders.

9. Good Drug Education can help reduce harmful use of legal and illegal drugs among young people and enable those who have concerns to seek help. It makes a major contribution to promoting the safety and health and wellbeing of young people and is an important part of the PSHCEe programme

9.1. Aims and objectives of drug education

We aim to provide planned and structured learning opportunities to help students make informed choices about the benefits of a healthy lifestyle and provide a curriculum that will enable them to develop and practise their **skills**, increase **knowledge and understanding** and consider and debate **attitudes** towards drugs and drug related issues.

The **objectives** of the programme are to:

- promote students' self esteem
- promote positive attitudes towards healthy lifestyles
- provide accurate information about drugs, their short and long term effects and risks
- help students become more self-confident and develop skills so they are able to reflect and evaluate evidence when making choices about their lives
- improve self-knowledge particularly in relation to risk taking
- develop communication, negotiation and problem solving skills
- keep themselves and others safe and encourage responsible behaviour in relation to drug use and misuse
- explore the health, social, moral, emotional and political issues surrounding drugs
- enable students to identify and access sources of help and support and how to cope in an emergency.

9.2. Drug Education curriculum

The aims and objectives are fulfilled through the students' experiences in the taught curriculum, the values and ethos of the school and opportunities for extra-curricular

activities. Drug education will be taught within the statutory requirements for science and the PSHCEe programmes. The PSHCEe programmes of study are based on the concepts of:

- Identity
- Relationships
- A healthy, balanced lifestyle
- Risk and safety
- Diversity and equality
- Rights, responsibilities and consent
- Change and resilience
- Power
- Career
- Democracy and justice

New concepts based on PSHEe Association programme of study
Core Theme 1: Health and wellbeing
Core Theme 2: Relationships
Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

which underpin the programme. There are also cross curricular learning opportunities e.g. through English, drama, humanities, PE and religious education.

9.3. Delivery, methodology and resources

- The programme has been developed in consultation with the students to ensure their needs are met and the programme is relevant to their age. Strategies to determine their current knowledge, needs and perceptions on drugs e.g. mind maps, quizzes, KWL, rounds, graffiti sheets, discussions are used to inform planning. Staff are sensitive to the fact that pupils may have varying attitudes towards drugs which are influenced by their cultural and religious backgrounds and their life experiences, values and beliefs. The programme is taught by tutors and co-ordinated by the PSHCEe subject leader.
- **The programme** is delivered using a range of learning and teaching opportunities. The establishment of a safe, secure and supportive learning environment is the basic principle of all PSHCEe lessons and particularly those which may cover sensitive issues. This is achieved through the negotiation of ground rules for each tutor group that are reviewed regularly. Active learning that involves all pupils and builds on what learners already know is promoted through interactive and participatory teaching strategies e.g. research, class discussion, drama, games, paired and small group work, debate, circle time, case studies, creative writing, surveys, role play, simulations, quizzes, and ICT.
- **Resources** are carefully selected to meet the needs of our students and reflect our equal opportunities policy. All visitors are briefed about their contribution to the drug education programme, the learning outcomes for the session and school policy and practice e.g. in relation to behaviour, PSHCEe. A teacher is always present in the classroom and sessions are evaluated. We continue to build close links with Compass, Harrow's service for young people, supporting them to tackle drug and alcohol related issues. As well as assemblies, advice and guidance for staff and 1:1 support for students, a representative has attended parent teacher consultations.

9.4. Assessment and recording

Elements of the drug education programme that are part of NC science are assessed in accordance with the requirements of the National Curriculum. Teachers assess students' learning in PSHCEe using assessment for learning strategies that encourage students to review and reflect on their progress including peer and self-assessment, teacher observations, and by assessment of their learning measured against specific learning outcomes/success criteria. Baseline assessment strategies to identify students' needs are also implemented. Recording of assessment is related to the end of key stage statements

for PSHCEe.

9.5. Monitoring and evaluation of drug education programme

- The PSHCEe Subject Leader monitors the drug education curriculum through informal feedback from staff, year team meetings, sampling of work and talking with students, including the PSHCEe Student Advisory Panel. There is a regular cycle of lesson observations by members of the SLT as part of the whole school departmental review programme.
- Drug education is evaluated with staff through informal feedback, pupil evaluations take place at the end of units and through Canvas. Evaluations are used to inform future planning.

Appendix A

Key to abbreviations used:

ACPO: Association of Chief Police Officers

CPD: Continuing Professional Development

DFE: Department for Education

KWL: Know, wonder, learn

NC: National curriculum

PSHCEe: Personal, social, health, citizenship and economic education.

SLT: Senior Lead Teacher