



Drugs Education Policy

APPROVED

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DRUGS EDUCATION POLICY

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1. AIM

The Albany aims to provide a safe and supportive learning environment where all members of its community are valued and are able to flourish. The school encourages young people to become responsible members of society.

2. PRINCIPLES

Every student should learn about drugs and the effects that they have on people and on society. We believe that students need to be able to make informed and responsible choices about the use of drugs, including prescription drugs, alcohol and tobacco, and the consequences of that use.

Every student should know about the legal status of drugs and the implications in law of the use of illegal drugs.

Drugs education is provided as part of our Science and PSHE programmes. It is an essential part of the curriculum for our students, who are a particularly vulnerable group. It is planned and implemented by the PSHE Lead and monitored by the Leadership Team.

3. RATIONALE

The school has a significant pastoral role to play in providing for its students. It promotes self-confidence and self-esteem amongst students so that individuals can develop the ability to make positive choices and decisions for themselves. Students are encouraged to resist pressure and take full responsibility for a healthy life style.

Drugs education and intervention requires a sensitive approach and response.

The quality of relationships, trust generated in those relationships and the shared efforts to solve problems are the focus, rather than emphasis on condemnation. All staff encourage open and informed discussions about drugs and alcohol and promote achievement and self-esteem to counter drug experimentation and abuse.

Students are grouped in classes and spend most of their time with one teacher and support staff member. These staff know the young person well and are well placed to support them. Staff can also refer students to our family engagement lead or mental health support assistant. Where necessary, students will be referred for professional counselling and support. Students can also self-refer, and can (if they prefer) be provided support on site by staff from Turning Point. Students are also supported to reduce their nicotine dependency.

In Science, the effects of all kinds of drugs on the body are examined. The beneficial nature of drugs to prevent illness is stressed, as well as the psychological effects of drug abuse. The impact of other drugs is discussed; for example the effects of smoking are looked at in Year 10 in a respiration topic.

4. SPECIFIC DRUG EDUCATION AIMS

- to enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and practising life skills
- to provide accurate information about substances
- to increase understanding about the implications and possible consequences of use and misuse
- to encourage an understanding for those experiencing or likely to experience substance abuse
- to widen understanding about related health and social issues
- to seek to minimise the risks that users and potential users face
- to enable young people to identify sources of appropriate personal support

5. OBJECTIVES

- to raise awareness of staff, governors, parents and students of the factors involved in the use of drugs
- to give young people the knowledge and skills to make informed and responsible choices about the use of drugs
- to inform staff, Managers, parents and students about the legal status of drug use
- to inform staff, Managers, parents and students about the drugs section of the Behaviour Policy and the rules about the possession, use and sale of drugs
- to provide opportunities for students to acquire knowledge and understanding about drug use and its effects
- to provide students with information about sources of advice and support on drug related issues
- to increase knowledge of social and personal issues relating to drugs
- to provide factual and accurate information about types of drugs and their short and long term effects

6. GUIDELINES

Certain aspects of drug education are a statutory requirement as part of the National Curriculum Science order and state that children should be taught the effects of solvents, alcohol, tobacco, and other drugs on body functions. The effects of illegal drugs are revisited.

Drugs education is also included in the curriculum for Personal and Social Education: The stimulus derives from student talks, and issues related to the wider influence of drugs on society are particularly discussed.

7. STAFF RESPONSIBILITIES

Staff are encouraged to keep a close eye on any irregularities in a student's behaviour in class and about the school, which may indicate drug abuse. These include; a reversal of the normal pattern of behaviour, unfocussed eyes, slurred speech, listlessness, reluctance to work, solvent based aroma, scabs around the mouth and nose. These incidents are reported to the senior leadership team who will consult with their class teacher in deciding the course of action according to the guidelines and procedures given by the authority.

Members of the Administration Team are made aware of the need to store any medicines safely. Medicines are only administered according to the guidelines of the [Managing medicines and Asthma Policy](#).

8. STUDENT RESPONSIBILITY

We emphasise the importance of student responsibility, self-awareness and good health.

Students are taught about potentially harmful substances. In PSHE, they learn about the dangers of specific drugs with which they are likely to come into contact - in particular, high caffeine energy drinks, nicotine, alcohol and cannabis, and some 'edibles'. Some of our students are already using these substances. Although the school acknowledges their use, it does not condone it. It encourages students to change the habits that put their wellbeing at risk.

9. GUIDANCE ON ACTIONS TO BE TAKEN WHEN DEALING WITH ALCOHOL OR DRUG MISUSE

Clear guidance on what to do if you suspect drug misuse in school is given in our [Relational Behaviour Management Policy](#).

Any incidents of drug / alcohol use on the school premises are dealt with according to the school's relational behaviour policy and the individual needs of the student (for example health intervention). Interventions and consequences are clearly outlined in the policy and are known to the students.

We aim to prevent any such instances through a strong, supportive pastoral system using supportive relationships, early intervention, education and counselling. Where drug related incidents occur we aim



to be consistent in our messaging, sensitive to the needs of the individual and their circumstances and fair in our response.

Whilst we recognise the need for consequences, drug and alcohol misuse is often an indicator of other needs. Therefore whilst a student may receive an immediate consequence for their actions, we will also ensure that the appropriate support is in place to help them with their addiction.

10. CONCLUSION

While drugs and alcohol misuse are frequently associated with social, emotional and behavioural difficulties, many students make positive changes and decisions in the course of a successful education and support programme. This policy relates to other aspects of health awareness, such as Relationships and Sex Education [JR1] in PSHE and healthy lifestyles in the PHSE, life skills and sports curricula.