



## Drugs Education Policy

Waverley is a 4-19 School in the Small Heath ward, east of Birmingham City Centre. The population of the area is culturally diverse, most people have an Asian background and many of them are Muslim.

Waverley Studio College believes that Drug Education is an important aspect of helping young people to understand their own emotional, physical and social development.

Waverley Studio College holds clear values which;

Respect self and others

Promote stable relationships

Generate responsibility of belief into actions.

Drugs Education is taught within this values framework. Topics and themes are repeated from year to year in greater depth. Sensitivity to family beliefs is a major consideration.

Drugs Education is delivered through the Science and PSMHE curriculum schemes of work and builds on knowledge and experience gained at Key Stage 2. It may also be addressed occasionally through assembly time, visitors to the School and other areas of the curriculum eg Drama, Physical Education, Religious Education, Citizenship.

The form teacher who knows the child best has a major part in delivering Drugs Education within PSMHE through pupils involvement at a level suitable or the child. Single gender groups are used as appropriate and relevant. Resources include videos, books and visitors with Health expertise.

Each Year Team delivers a Health module to all pupils. This includes aspects of Drugs Education throughout the 5 years. Year Teams are supported by other staff who offer expertise as required. It is vital that adequate training and support are available to staff.

A variety of informal evaluation activities by pupils and staff are built into the PSMHE programme. Whole School evaluation and monitoring is undertaken by SMT.

Waverley Studio College is committed to working with parents. Statement of Purpose:

To take action by vigorous law enforcement and a new emphasis on education and prevention to:

- Increase the safety of communities from drug related crime,
- Reduce the acceptability and availability of drugs to young people and,

- Reduce the health risks and other damage caused by drug misuse.

### **Main Objectives**

- To discourage young people from taking drugs;
- To develop effective public education strategies focusing particularly on young people;
- To ensure that we offer an effective programme of drugs education, giving pupils the facts and warning them of risks and,
- To raise awareness among school staff, governors and parents of the issues associated with drug misuse and young people.

Waverley Studio College holds clear values that;

- Prevention is better than cure
- All pupils need to remain healthy in mind and body and have a healthy lifestyle
- All pupils need to make informed and responsible choices now and in later life
- All pupils need the facts.

Against these statements we need to use current legal advice from the Drug prevention of schools:

- 1) To offer guidance on the principles which should inform drug education
- 2) To focus on tobacco, alcohol, volatile substances (solvents) in addition to illegal drugs.
- 3) To offer guidance and to help pupils develop and implement programmes of drug education and deal effectively and consistently with drug related incidents.
- 4) Where pupils raise issues as an individual, it is usually not appropriate to deal with this in front of the whole class. Teachers can give information to do with drug related matters.

Teachers may talk individually with children but must be careful regarding the giving of advice and the issue of confidentiality.

It is acceptable to tell pupils where they can get advice, give information such as phone numbers, and make a telephone available but teachers should not act on behalf of the child. It is also acceptable to give general advice to classes regarding drug matters.

Any family wishing to withdraw a child from all or part of the drug education programme will be invited to school to discuss the issues. We will make it clear that the elements of drug education regarding misuse are compulsory within Science National Curriculum and that the important parts to do with family values are what would be missed. We will share our schemes of work with these families and make our resources available. A register of pupils withdrawn will be kept by the Directors of Student Achievement / Achievement Coordinators.

### **Confidentiality**

No adult can offer confidentiality. It is sensible for school to acknowledge this in the widest sense, and for teachers to make this clear at the start of the conversation in a sensitive way.

There may be some simple issues where confidentiality can be maintained but where abuse is known or suspected and where the child is breaking the law or at risk the Headteacher must be informed promptly. Staff may wish to involve the school's Child Protection Officer first so that a sensitive way can be found to ease the stress of the child.

The Headteacher then has to use his discretion in considering what is best for the child.

## **Planning**

### **Early Years and Key Stage One**

Children will explore the role of drugs as medicine and understand that all drugs can be harmful if not used properly.

### **Key Stage Two**

Children will look at the issues that all drugs have harmful effects if not used properly and that some drugs are illegal. There will be a variety of activities that address the harmful effects of drugs and the associated risks.

### **Key Stage Three**

#### **Year 7 Drugs Education**

Looking at the role of drugs as medicines and their misuse.

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug related incidents.
- Information about legal drugs ( including prescribed and over the counter medicines)
- illegal drugs, their effects and associated health risks.
- Identify risks to health.
- Attitudes and beliefs about drugs and drug users among different groups in society.

#### **Year 8 Drugs Education**

- Scientific terminology including the following words; misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal, and adulteration.
- Different categories of drugs including stimulants, depressants, depressants, analgesics, and hallucinogens.
- Communicating with peers, parents and professionals.
- Impact of the media and advertising on young people's thinking.
- Attitudes towards drugs and laws relating to drugs.

### **Key Stage Four**

#### **Year 9 Drugs Education**

- The misuse of drugs in sport
- The effects of different levels of intake of alcohol
- Advice and support within the locality, national helplines and organizations.
- Decision making and assertiveness in situations relating to drug misuse.
- Giving and securing help if needed
- Recognition of oneself as a role model and acceptance of responsibility of ones actions.
- Taking responsibility for one's own and other people's safety.

#### **Year 10 Drugs Education**

- To explore students attitudes to drugs
- To provide information on the effects and dangers of drugs
- To develop an understanding of why people use drugs and to develop their own responses
- Vocabulary - addict, aids, dependent, Hepatitis B, High, Hallucinate, HIV, inject, overdose, withdrawal
- Drugs and the law- input from community police.

#### **Year 11 Drugs Education**

- The Media and drugs
- Gender and drugs
- Safety safe - peer group pressure, experimental and recreational drug use
- Risks of taking drugs and behaviour, physical and emotional implications. Effects on friends and other family members
- Who can help? Where to go for help.
- Short and long term effects of drug taking.
- Making choices - choosing from alternatives, choosing after considering consequences, choosing freely.

#### **Key Stage 5**

##### **Years 12/13 Drugs Education**

- Addictive personality (Gambling, Sex, Drugs and Alcohol)
- Drugs – DRED UK
- Drugs – Discussion and police input
- Alcohol Awareness – introduction and NHS myth buster
- Alcohol Awareness – physical, mental and social effects
- Alcohol Awareness – 'How alcohol ruined my life' - AA member interview

**Policy adopted by Waverley Education Foundation Board of Trustees on:**

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Policy to be reviewed on: \_\_\_/\_\_\_/\_\_\_

Signed:

X \_\_\_\_\_  
Chair of Trustees

X \_\_\_\_\_  
Principal