

Blessed George Napier Catholic School and Sixth Form

A Youth Sport Trust Lead Partner School



DRUGS IN SCHOOL POLICY

Opening Statement

In drawing up their policy regarding drugs in school the Academy Committee Representatives of Blessed George Napier School acknowledge fully the danger that illegal drugs, alcohol, tobacco and solvents pose for the safety and well being of young people in Britain today.

The Academy Committee Representatives wish to make it clear and explicit from the outset that illegal drugs, alcohol and tobacco have no place in school and the school will respond firmly and clearly to any such incidents. In addition, the abuse of solvents is a highly dangerous activity and will not be tolerated in school. Furthermore the school has a duty to use strategies for prevention including a thorough and fully-developed drugs education programme. Young people are particularly vulnerable and need to develop the skills that will enable them to make proper informed choices about their lives. The programme will be extended to the 5 – 16 age range in consultation with BGN Partnership Schools.

The Policy Document contains the following elements:

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| Drugs Education Programme | - An outline of the school's approach to drugs education with clear aims and objectives. |
| | - An outline of the content and skills needed by young people. |
| School Response to Critical Incidents | - An outline of how the school will respond in terms of discipline and support for young people who become involved with drugs or solvents in school. |

Drugs Education Programme

Principles

Self-empowerment is often seen as the goal of health education. The process of achieving this enables informed decision making by equipping young people with personal and social skills, raising awareness and enhancing self-esteem. Drugs education needs to be placed within this conceptual framework offering a balanced programme, which encompasses thinking, feeling and doing – the cognitive, affective and behavioural areas.

We believe and support the following education aims and objectives in respect of substance use and misuse:

Aim

To enable students to make healthy informed choices about their lifestyles.

Objectives

- 1 To provide accurate information about substances.
- 2 To increase understanding about the implications and possible consequences of substance use and misuse.
- 3 To provide opportunities for students to be equipped with the knowledge, attitudes and skills they need to avoid the misuse of drugs and solvents.
- 4 To develop an awareness of peer-group pressure and media influence on drug-taking and solvent abuse.

- 5 To allow young people to become more aware of their own and other people's attitudes and values about drugs and solvents.
- 6 To promote self-esteem.
- 7 To widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and AIDS.
- 8 To seek to minimise the risks that users and potential users face.
- 9 To enable young people to identify sources of appropriate personal support.

Context

These aims and objectives are fulfilled through aspects of the students' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curriculum activities. We deliver in the taught curriculum mainly through the Tutorial Programme; Science: National Curriculum Key Stages 3 and 4; the Health and Self Programme, and English areas, but other opportunities to reinforce learning will occur in other parts of the teaching programme. The school actively co-operates with other agencies such as the Community Police, Social Services and LEA and other Health and Drug agencies to deliver its commitment to Drugs Education and to deal with incidents of substance abuse and misuse.

The programme is delivered in the context also of the school as part of the community and taking account of the age, sex and cultural and social background of the pupils at which it is aimed.

Fundamental to the values and practice of our school is the principle of sharing the responsibility for the education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation with parents is essential to the successful implementation of this policy.

Content, Methods and Organisation

There is a specific programme of drugs education, based on the NCC Curriculum Guidance 5 – Health Education document, which forms an integral part of the PSE and Health Education programme across Years 7 to 11.

This planned programme of study for Drugs Education demonstrates:

Progression: with a spiral curriculum within which key aspects will be revisited with language, concepts and content increasing in depth and complexity as students mature.

Integration: Drugs education should not be isolated but fully integrated into a programme of Personal, Social and Health Education and also in other subject areas where opportunities exist. Co-ordination is important here.

Continuity: This is achieved between year teams within the framework of a co-ordinated spiral curriculum, and it is also important to have continuity between phases in the school partnership network by working to agreed objectives at the four Key Stages.

In Years 7, 8 and 9 the programme is delivered in the main via the Tutorial session by the Year Tutors, but in Years 10 and 11 it forms part of the Health and Self-programme and is taught by a specialist teacher. There is a commitment to training for all staff involved in delivering Drugs Education.

We acknowledge the importance of matching teaching to the maturity of the students involved and that it should be delivered in a clear and honest manner that informs without encouraging drug misuse. The methods of teaching used range through active pair and group work, discussions, the use of TV programmes and health education films and publications which all encourage active student participation and the development of skills. There are also occasions when speakers with relevant expertise from external agencies are invited to contribute as part of the whole planned programme.

The Drugs Education Programme will be monitored and evaluated at regular intervals by the participating teachers and Learning Leaders together with the PSHE Co-ordinator.

Issues

Two important issues in Drugs Education are educating for prevention of misuse of drugs and the development of personal and interpersonal skills to enable young people to cope with peer pressure. Thus our programme at BGN recognises the need for students:

- a) to have accurate information appropriate to their age, stage of development, and actual behaviour patterns – as outlined in the programme.
- b) to attain the personal and interpersonal skills necessary for coping with life in a society where many kinds of drugs and solvents will continue to be available, some of which may be illegal, and all of which are potentially harmful. These skills include seeking and sifting information, critical thinking, decision-making and assertiveness.
- c) To develop and maintain a level of self-esteem, which will motivate them to value their welfare and take conscientious care of themselves.

Teacher Training

We recognise that such a programme should be staffed by teachers and other professions with specific training in the requirements of drug education and issues relating to drug and solvent misuse and we are committed to providing this.

Response to Drug or Solvent Related Critical Incidents in School

Where students are found to be in possession of, or under the influence of any illegal substance, or engaged in substance abuse, including alcohol, this will be treated as a critical incident.

In dealing with such incidents the health and safety of all students in the school community is paramount. However, the school will make every attempt to support any student involved in a critical incident, educationally and personally and will seek medical help as a matter of urgency, should it be necessary. Any material suspected of being an illegal substance will be confiscated and put in a secure place, to be handed to the police for disposal.

Any incident will be investigated fully and promptly in order to establish the facts. As soon as it becomes clear that illegal drugs or solvents are involved, decisions will be taken to determine who else should be involved. As a matter of course parents will be brought in and the police informed. Others such as G.P's, social workers, or educational social workers, may also be involved.

As soon as it is appropriate, following consultation if necessary, decisions will be taken by the Principal with regard to sanctions. This will be accompanied by the offer of guidance and support.

Sanctions will take into account

- the short and long-term welfare of the students concerned
- the interests and well-being of all other students in the school community
- a proper sense of proportion and justice
- a necessary consistency

The Academy Committee Representatives and Principal of BGN School take the view that any student who deals in drugs, i.e. brings them to school to sell or distribute to other students or who brings solvents in to school and makes them available to others with the intention of abusing them is very likely to be permanently excluded from school.

Other offences will be dealt with as appropriate. There may be permanent exclusion; there may be a fixed-term exclusion with the threat of permanent exclusion for a further offence; students would be obliged to receive counselling as a condition for their return to school.

Support and guidance will come from:

- the school's own Health Education Consultant
- the student's GP
- the Partnership between parents and school
- other specialist agencies such as the Libra Project in Banbury

Drugs Education Programme

Drugs Education in the Tutorial Programme**Year 7**

- that all medicines are drugs but not all drugs are medicines
- safety rules about medicines, tablets, solvents and household substances
- different types of substances: over-the-counter, prescribed, legal and illegal and some understanding of their effects.
- know the beneficial aspects of drugs
- the skill of making simple choices and exercise some basic techniques for resisting pressure from friends and others.

“Skills for Adolescence” work for developing good self-esteem.

Smoking: Issues 1 – work on Unit 5

Year 8

Why do people start to use drugs?

Basic facts about a range of drugs including tobacco, alcohol, amphetamines and cannabis including their effects.

Drugs and the Law.

Recognise personal responsibility for decisions about substance use.

Alcohol

- drinking and young people
- alcohol and the Law
- alcoholism

S.F.A. work on personal decision-making and coping with peer pressure.

Year 9

Attitudes to different drugs: levels of social acceptability

Extend knowledge of range of drugs: barbiturates, tranquillizers, hallucinogens, opiates, designer drugs and the attendant risks and effects

Be aware of myths, misconceptions and stereotypes linked with substance use.

Understand that Britain is a drug-using society and know about different patterns of use-drug takers.

Recognise that individuals are responsible for the choices they make about drug use.

Assertiveness skills.

Continuing S.F.A. programme

Years 10 and 11

Looking at lifestyles – drinking and drug choices.

The Offer – practice in skills for handling a drug offer situation.

Know about safe levels of intake - tobacco use is never safe, limited use of alcohol may be alcoholwise.

The role of the media in influencing attitudes towards drugs, particularly alcohol and smoking.

Explore the background of drugs worldwide – cultural, social, economic and political factors relating to production distribution and use of drugs.

Reinforce classification and legal aspects.

Ecstasy and the dance drugs.

Harm minimisation.

Continuing support work on raising self-esteem lifeskills and knowledge about ways of seeking help for personal problems – agencies.

Our Police School Liaison Officer makes specific input into this programme particularly in relation to –

- 1 alcohol use and legislation and associated offences.
- 2 Drugs legislation issues.

Drugs Education in the new National Curriculum Science (Key Stages 3 and 4)

The programme of Study states that:

“Pupils should have the opportunity to consider that the abuse of drugs can affect human bodily functions, including the effect of smoking on the respiratory system, the effect of alcohol on the brain, liver and kidneys and the effect of solvent abuse on the brain.