

YORKMEAD J/I SCHOOL

Misuse of substances/DRUG EDUCATION POLICY.

At Yorkmead, we encourage all pupils to develop personal and social skills that will enable them to make informed decisions regarding substance misuse. We recognise that an asserted approach for supporting young people in substance education is to create an ethos within the school which; promotes individual empowerment, and values such as tolerance, openness, honesty, respect and caring for one's self and others.

AIMS:

Effective teaching of drug education increases pupils' awareness of alcohol, tobacco and other drugs and their dangers, and enables pupils to make healthy informed choices by

- increasing their knowledge and understanding of drugs and their effects
- challenging their attitudes, when these lead to behaviour that may be harmful to health or relationships.
- developing their self-worth and self esteem.
- developing the self-confidence to take responsibility for their actions.
- helping them to develop and practise skills.

OBJECTIVES:

- to clarify and express Yorkmead's attitude and approach.
- to provide opportunities to promote pupil self-esteem and confidence.
- to provide pupils with the knowledge, attitudes and skills they need to avoid the misuse of drugs, including giving pupils accurate information about drugs and their effects.
- to promote positive attitudes towards healthy lifestyles, and encourage responsible behaviour in relation to drug use and misuse.

We Yorkmead believe that education surrounding drugs/substance misuse should not, be taught in isolation, but rather as an integral part of our PSHE programme.

We follow the PSHE association guidelines and the PSHE coordinator has mapped out which POS (Programme of Study) should be followed by each year group (see appendix 1)

P.S.H.E.

At KS1 pupils should be taught:

- To recognise, and deal with their feelings in a positive way.
- To take part in discussions with one other person and the whole class
- To agree to follow rules for their group and classroom, and understand how rules help them.
- How to make simple choices to improve health and wellbeing.
- How some diseases spread and can be controlled.
- That all household products, including medicines, can be harmful if not used properly.
- Rules for; and ways of keeping safe, including basic road safety, and about people who can help them to stay safe.
- To recognise how their behaviour affects other people.
- To listen to other people, and play and work co-operatively.

That family and friends should care for each other.

Throughout the key stage, pupils should, be taught to;

- Take part in discussions.
- Make real choices.
- Ask for help.

At KS2 pupils should be taught:

- To talk and write about their opinions, and explain their views, on issues that effect themselves and society.
- To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what effects mental health, and how to make informed choices.
- Which commonly available substances and drugs are legal and illegal their effects and risks.
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources including; people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- School rules about; health and safety, basic emergency aid procedures and where to get help.

Science:

K.S.1 The role of drugs as medicines.

K.S.2 About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.

English:

- Issues can be explored, through a variety of literature.
- Develop communication skills and the ability to say no.
- Develop inter-personal skills through drama/role-play.

R.E:

- To develop an understanding of moral issues.
- Consider individual, social and moral consequences of their actions.

D.T:

- Look at and develop an awareness of safety hazards - handling materials such as solvents and glues safely.
- Assess the risk of unfamiliar materials.
- Take responsibility for their own actions and understand the consequences.

Geography:

- Consider the impact of drug-related activities on the local environment - including crime.

P.E:

- Develop a positive attitude towards their own physical health
- Develop safety awareness.

Signs and Symptoms:

These may indicate drug misuse by young people, they are warning signs in individuals: -

- Loss of appetite
- Sudden and regular mood swings
- Unusual aggressive behaviour
- Unusually drowsy or sleepy
- Spots or rash around the mouth or nose (not common, it may be acne)
- Loss of interest in friends, sport, school
- Lying, secretive behaviour
- Asking for money and not giving a reason for it
- Loss of money or other items from the child's home
- A new circle of friends or a different lifestyle
- Unusual smells, stains, marks on the child or around the home
- Empty butane, aerosol or glue cans and plastic bags, scorched tin foil, or home-made pipes/cigarettes in places where the child has been

Warning signs in groups

- Maintaining distance from other pupils
- Being the subject of drug-related rumours
- Talking to strangers on or near the premises
- Use of drug-takers slang
- Exchanging money or objects in unusual circumstances
- Stealing which appears to be the work of several individuals.

Source: **Drug Education and the management of drug-related incidents** (Policy guidelines for schools, B'ham Education Service 1999)

Legal facts - the Law:

- **The Medicines Act 1968.**

Many drugs used as medicines are legally available on doctor's prescriptions only, e.g. methadone, tranquillisers. Some can, be purchased without prescription, but only in pharmacies, e.g. strong cough medicines; a few can be purchased in any shop, e.g. Paracetamol.

- **The Misuse of Drugs Act 1971**

Some of the controlled drugs covered by the Misuse of Drugs Act:

- **Class A:** L.S.D, Ecstasy, cocaine, heroin, other strong opiates, magic mushrooms (prepared)
- **Class B:** Cannabis, barbiturates, amphetamines, codeine, other weaker opiates.
- **Class C:** Sleeping tablets, tranquillisers, weak opiates e.g. Temgesic.

Any controlled drug prepared for injection counts as Class A.

Risk factors and vulnerable groups:

There are many factors which indicate that a young person may be at risk or vulnerable to the possibility of drug misuse.

Vulnerable groups include those who are:

- homeless
- looked after
- school truants
- pupils excluded from school

- abused
- children of parents with drug problems

Identified risk factors include:

- chaotic home environment
- parents who misuse drugs or suffer from mental illness
- behaviour disorders
- lack of parental nurturing
- inappropriate and/ or aggressive classroom behaviour
- school failure
- poor coping skills
- low commitment to school
- friendships with deviant peers
- low socio-economic status
- early age of first drug or alcohol use
- being labelled as a drug misuser.

However, there is usually no simple causal chain and any single intervention which addresses only a single risk factor is likely to be ineffective, additionally protective factors may be present, tending to lessen or even outweigh the risk factors.

Some general protective factors have been identified which include;

- positive temperament
- intellectual ability
- supportive family environment/strong family bonds
- a social support system that encourages personal efforts
- a caring relationship with at least one adult.
- family involvement in the lives of children
- experiences of strong parental monitoring with clear family rules

Schools can help pupils to develop specific protective factors, including:

- supportive and safe relationships
- regular school attendance
- the ability to cope well with academic and social demands at school
- strong and supportive networks
- good social skills
- realistic self-knowledge and esteem
- a good knowledge of legal and illegal drugs, their affects and their risks
- good knowledge of general health and how to ensure their good mental health
- delayed involvement with legal drugs
- knowledge of how to access help and information.

Source: Managing and making policy for drug-related incidents in schools (SCODA 1999)

Procedures to follow in the event of drug misuse occurring in school:

- 1. Confiscation of drug/ alcohol**
- 2. Head Teacher informed/DSL**
- 3. Police Liaison Officer called**
- 4. Health Unit informed (Telephone 0121 303 8200/1/2)**
- 5. Chair of Governors informed**

In the event of a pupil misusing drugs in school, or attending school under the influence of drugs or alcohol, the first priority is to attend to the safety of the pupil.

A designated staff member responsible for first aid will be asked to; examine the pupil and give advice as to whether a doctor is required. The pupil; will be asked to surrender the substance where upon it will be placed under lock and key until collected by the police (if appropriate). Parents will be; informed immediately and, if it is deemed necessary, the appropriate authorities will be informed (see procedure above). The Head teacher will ultimately determine this decision. The pupil will be sent home with a parent (if appropriate).

Schools should provide pupils with up-to-date information on local and national helplines and other drug services.

Staff training is included as part of school development planning.

Yorkmead J/I School aims to provide as many of the protective factors for their pupils as possible. Staff should be approachable, strong and supportive in all situations. The P.S.H.E. and science curriculum provide for the teaching and promotion of healthy lifestyles and the impact that alcohol, tobacco and drug misuse has on this.

Through positive teaching styles and the use of class and school councils and circle time, the staff at Yorkmead aim to promote the self-confidence and esteem to be assertive in appropriate situations, and to develop values and attitudes and the personal skills they need to make sensible choices.

Recording and Referral

My concern will be; used to record incidents electronically.

Policies and procedures are in place to communicate with parents regarding the safe storage and administration of prescribed and over the counter medication during school hours.

Staff Development- Staff receive appropriate training and updates regarding issues surrounding drugs/ substance misuse.

Next review date Autumn 2018

Bibliography

**Managing and making policy for drug-related incidents in schools
SCODA 1999 ISBN 0 948970 32 4 (Tel: 0171 928 9500)**

**Quality Standards in drug education
SCODA 1999 ISBN 0 948970 31 6**

**Drug Education and the management of drug-related incidents
(Policy guidelines for schools)**

The Health Education Unit 1999 ISBN 0 9532393 0 6 (Tel: 0121 303 8200)

Appendix 1

Core Theme 1. Health and wellbeing

1. what positively and negatively affects their physical, mental and emotional health (including the media)
2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
5. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
9. to differentiate between the terms, 'risk', 'danger' and 'hazard'
10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe
12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
15. school rules about health and safety, basic emergency aid procedures, where and how to get help
16. what is meant by the term 'habit' and why habits can be hard to change
17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
18. how their body will, and emotions may, change as they approach and move through puberty
19. about human reproduction
20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.
21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people.