

Swanwick School and Sports College

Drug Policy

Introduction

Swanwick School & Sports College is a Local Authority Special School catering for 82 young people in Key Stages 1, 2, 3 and 4.

All children attending Swanwick School & Sports College must have an Education Health Care Plan (EHCP).

Children attending the main provision have a range of needs including moderate and severe learning difficulties, associated behaviour difficulties and Autism Spectrum Disorders.

The school does not cater for pupils with Behavioural, Emotional and Social Difficulties with no learning difficulties.

The Hub ASD provision at Swanwick School & Sports College is for 10-12 pupils with an EHCP who have a diagnosis of High Functioning Autism/Aspergers, with which there may be associated complex and/or challenging behaviours.

The majority of pupils have had an interrupted education, are under-achieving and have low self-esteem. Disaffected and angry, they often have severe emotional problems, often putting them at greater risk than their mainstream counterparts.

Experience of drug-related problems is strongly correlated with such disaffection and emotional deprivation. This Drug Education Policy is produced in compliance with the DfES guidance regarding Drug Education and Incident Management and Derbyshire's 'Developing a Drug education Policy'. Reference to this policy will be made at the induction of staff, pupils, parents and carers and a copy will be available in the staffroom.

Purpose and Principles

- The Education Reform Act 1988, Section One requires schools to promote the development of the whole person as a statutory responsibility
- The Education (2) Act 1986 set schools the task of preparing students for their roles and responsibilities as adults, through a broad and balance curriculum
- Curriculum 2000 gives schools the responsibility to provide information, the opportunity to develop attitude and skills regarding drug use, their health set within a drug-using society

'Parties shall take all appropriate measure including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and substances.....'

(Article 33 The United Nations Convention on the Rights of the Child)

The purpose of this policy is to clarify the nature of Drugs Education within the PSHE / Citizenship Policy and to outline how incidents will be managed with appropriate sanctions and support.

- It provides a secure framework and approach for staff, parents and prospective parents
- It clarifies legal obligations, responsibilities and entitlements
- It complies with OFSTED expectations

To ensure that the Centre's policy carries credibility with the relevant professional agencies and the wider community, it has been developed with assistance from a number of key people including staff, students, parents, police, health professionals and the LA Drugs Education Consultant.

- Drug education aims 'to create a healthy and confident society increasingly free from the harm caused by the misuse of drugs.'
- It must be appropriate to the needs and maturities of pupils and reflect local circumstances, current knowledge and attitudes towards drugs based in education and not propaganda
- The delivery will be in the context of the PSHE/Citizenship framework, the National Healthy Schools Standard Scheme and in consultations with students, support staff and teachers
- There should be appropriate support, training and resourcing for teaching and non-teaching staff both in terms of the delivery of the curriculum and the management of incidents with the welfare of all pupils at heart and within the parameters of the law
- Consultations should involve all parents, carers and outside agencies in addition to all school staff.
- The programme aims to go beyond information provision to explore attitudes, values and the development of personal and social skills in the context of the PSHE framework, Citizenship and the National Healthy School Standards.
Drugs Education is an element within the Science national Curriculum - where pupils are taught that the abuse of alcohol, solvents and other drugs affects health
- To explore a range of views, clarify attitudes and challenge stereotypes
- To inform pupils to the law and the availability of helping agencies through the provision of accurate and up-to-date local and national information
- To develop a range of skills, knowledge and understanding to enable young people to be confident in making their own informed decisions about their own and other people's use of drugs. Such skills might include assessing and avoiding risks, communicating with others, role-play assertiveness, accessing information and advice, helping others
- To improve self-esteem, respect for others, an understanding of drugs and their effects, social skills, and an acceptance of people appreciating individual differences

Training and dissemination of information

All staff will receive training in Drugs Education as this is a whole School issue, consultation has been made at County level over the appropriate and effective usage and monitoring of outside agencies and individuals in teaching about drugs. All staff will also be familiar and clear with the centre's procedure in managing drug-related incidents and possible Child Protection issues, confidentiality, safety and risk assessment. First Aid specific to drug related situations and issues relating to drugs and the law are outlined in the Derbyshire County Council policy written document. The Headteachers, Teachers and Teaching Assistants have First Aid Training.

Resources

The materials used will be in accordance with the PSHE framework and the law. It will be accessible to all in terms of literacy levels and will be all-inclusive in terms of gender, sexuality, disability and ethnicity etc. Information will be as accurate as possible, including information and legal and illegal drugs and their effects, benefits and risks, the school will ensure that pupils are protected from inappropriate materials, having regard for the age of the pupils concerned. Recommendations from the County Policy Writing Document, Ali Kirk (County Drugs Education Consultant) and the HPS team as well as local and national agencies will be borne in mind.

Teaching Methods

A variety of teaching methods and styles will be used for the delivery of the Drugs Education curriculum to encourage pupils to participate, question and communicate. These will include:

- One to one work
- Paired work
- Small group work
- Whole class work
- Role play situations
- Games

Additionally valuable information and learning experiences will be provided informally through:

- Whole school sessions, workshops and on-off talks by local support organisations with prior planning by teaching staff
- Appropriate books and leaflets in the school
- Posters about local help-lines and helping service
- Visiting speakers from Health Promoting Schools & the school nurse

Teaching Strategies

- No-one (teacher or pupil) will have to answer personal questions or take part in discussions against their wishes
- Personal beliefs and attitudes will not influence the teaching of drugs education
- The teacher will establish appropriate rules and parameters about what is appropriate for a whole class setting

Working with the wider community

- The school will work with members of the community e.g. the school nurse, youth service and community police. They will also work closely with the County Drugs Education Co-ordinator and Health Promoting Schools supporter

Monitoring and Review

The positive results of the policy are perceived as being most likely in terms of improved knowledge, decision-making skills and self-esteem. The policy will be reviewed regularly to check that the statement of intent reflects practiced. As part of the initial review process it is intended to establish the viability of being involved as active participants in the health Promoting Schools Award Scheme. (See Discipline Plan for sanctions administered for drug associated misdemeanours)

Assessment and Recording

Formal recording and assessment within the PSHE/Citizenship Framework will be conducted in accordance with the school assessment procedures though much will be through continuous observation and discussion.

Evaluation

Teachers, TA's and outside agencies will be encouraged to evaluate units of work in terms of their relevance, resourcing and delivery. Suggestions will be welcomed to update and adapt resources but also for involvement and local projects of an on-going nature so that links can be forged with the community. Evaluation will be done with pupils to ensure relevance, development and improvement in terms of knowledge gained, attitude awareness and change, skill development and to find out what pupils felt and consider to be their future needs. Techniques include:

- School Council
- PSHE work books.
- Aim Awards qualifications
- Positive Support sessions
- Life Skills lessons and workshops
- Questionnaires to measure attitudes, what pupils feel they have learnt, what they have like and disliked, what they would like to explore in the future and ways in which the programme could be improved
- Interviews with the pupils and/or informal discussion
- Colleagues or displays, drawing or painting
- Using a diary or log to record knowledge and feelings
- Role-plays to act scenes and practise skills
- Problem solving activities responding to a real case study

Health and Safety

The school policy on Health and Safety will be followed

Management of Drug Related incidents

These include:

- Empty alcohol cans and bottles on site
- Supply
- Use by student siblings
- Drug related clothing
- Drug related rumour / gossip
- Use by 'others' in the community
- Hangovers
- Supplying
- Alcohol Use
- Volatile Substance Use
- Possession
- Drug Related Graffiti
- School Trips / Outings
- Legal and Illegal Drug use
- Use by Students Parents Carers