



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 9

DRUG & ALCOHOL EDUCATION POLICY

“This policy should be read as part of a collection of policies that together form the overall Safeguarding Policy and procedure for Abbey Court School.”

Date policy first adopted: Summer 1999

Date reviewed: May 2022

Reviewed By: Claire Wilson

Date ratified by Governing Body: n/a

Date of next review: Summer 2024

I. Statement of Intent

I. Drugs and Alcohol Education at Abbey Court School intends to give students the knowledge and skills to understand the effects which these have on the body and the influence they can have on their actions. It is of vital importance to our pupils in preparation for adulthood in order to guide and protect them from the misuse of drugs and/or alcohol by teaching them the dangers involved in misuse. Students learn how society may influence their decisions such as peer pressure or from observing use and to develop personal skills to enable pupils to deal with situations which may involve the misuse of drugs and/or alcohol. In addition to illegal substances, students are taught about the potential dangers and risks of household products and ‘safe’ medicines as these may present a danger to students in their daily lives. Maintaining a healthy lifestyle through informed choices is key to the drugs and alcohol curriculum. Students will learn the differences between prescribed and non-prescribed medicines and help them to understand the skills in medication management for medication to maintain health. How and where to access support and guidance is discretely signposted to pupils, such as ensuring they have an awareness of professionals that they can trust and who they can ask for help.

At Abbey Court very few of our pupils are left unsupervised for long periods of time or are independent within the community. However, we do recognise that some of our pupils do mix socially and independently with people who may influence, abuse or take advantage of their lack of knowledge and understanding (i.e. socially within their neighbourhood or even within educational settings. We also recognise the fact that many drug misusers are influenced by people known to them, i.e. family or friends.)

1.1 Abbey Court School caters for pupils aged 3-19 years of age who have severe and profound learning difficulties.

1.2 Drug and Alcohol Education is a statutory part of the National Curriculum as part of the Science curriculum and within RSHE (Relationships, Sex and Health Education). It is a subject which Abbey Court School believes to be of vital importance to our pupils in preparation for adulthood in order to guide and protect them from the misuse of drugs and/or alcohol. It forms part of the PSHE Curriculum under the heading of Health Education.

1.3 This Drug & Alcohol Education Policy has been written in consultation with the staff and governors of Abbey Court School.

1.4 Dissemination of the Policy.

The school prospectus has a summary of the Policy for Parents and a copy of the full policy is available via the Headteacher by request. A copy is kept in the Curriculum Handbook on the staff computer. A copy is given to the school nurse and copies are available for staff from outside agencies where appropriate.

1.5 This policy has been written with reference to:

“Drugs Education in Schools” OFSTED,
Adepis Quality Standards for Drugs and Alcohol Education
Drugs and Alcohol Education Guidance for Medway Schools,
Drug Education and the Management of Drug-Related Incidents, Medway
National Curriculum Programmes of Study: Science
Department for Education Document - Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (2019 – Updated 2021)

1.6 The Policy is related to the Aims and objectives of Abbey Court School as outlined in the school policy.

2. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people; therefore, we actively promote and evaluate pupils’ spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school’s provision for one area will often make an impact on another, e.g. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils’ development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC exempla.

3.0 DEFINITIONS

3.1 At Abbey Court we recognise that in the world we live in drugs and/or alcohol are commonplace and are used legally and illegally. We recognise that our pupils will come into contact with drugs or alcohol used in a medical context i.e. prescribed and non-prescribed medicines. At Abbey Court, many of our pupils are dependent upon medication to maintain their health.

We recognise that our pupils come into contact with drugs and/or alcohol used socially e.g. tobacco, alcohol, tea, coffee, and also possibly illegal substances.

3.2 There has been an increase in the misuse of legal substances over recent years, these include solvents. The word drug is used to mean any substance that when taken into the body affects the way in which the user thinks, feels and behaves.

4.0 AIMS

To provide pupils with the information, guidance and support required to increase their knowledge, challenge attitudes and make healthy informed choices related to the use and misuse of drugs and/or alcohol.

5.0 OBJECTIVES

5.1 To be able to differentiate between the use of medicines for health purposes for individuals and the dangers involved in the misuse of drugs and/or alcohol.

5.2 To provide pupils with the knowledge necessary for them to be able to protect themselves from abuse, illness, exploitation and risk.

5.3 To develop personal skills to enable pupils to deal with situations, which may involve the misuse of drugs and/or alcohol, i.e. assertiveness, choices, decision-making, self-esteem etc.

5.4 To gain an understanding of the effects and dangers of socially acceptable drugs and/or alcohol, i.e. smoking, drinking use of tea and coffee.

5.5 To develop pupil's awareness that people that misuse drugs and/or alcohol can be found in any part of society (i.e. within their own neighbourhood or family)

5.6 For pupils to be aware of who they can ask for support and where guidance can be obtained.

5.7 For students to learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

5.8 The effects of 'recreational' drugs on behaviour, health and life processes.

6.0 CURRICULUM PLANNING

6.1 Schemes of work are provided for each class in line with the Abbey Court PSHE coverage plan, to ensure coverage of the National Curriculum, and to provide areas for students requiring a modified approach. The schemes of work are based upon the PSHE Association guidance on Drugs and/or alcohol and tobacco education and provide a developmental curriculum that offers progression from KS1 through to KS4. These Schemes of work are overseen by the PSHE & Citizenship Leader and are reviewed as necessary according to local and national initiatives

6.2 Drugs and alcohol education is seen to be part of the P.S.H.E. & Citizenship Curriculum at Abbey Court and therefore it is the responsibility of the subject leader to plan the Drugs and Alcohol Education Programme for the whole school in consultation with staff.

6.3 Drugs and alcohol education will be taught by the class teachers throughout the whole age range at Abbey Court, to ensure progression and that the concepts and content will increase in depth as the pupils mature physically, emotionally and intellectually. The Key aspects of the programme will be revisited in a spiral curriculum, as covered by schemes of work for PSHE. The Schemes of work are planned such that each class delivers Drugs and Alcohol Education as part of Health and wellbeing teaching during term 1 (autumn) and term 4 (spring) of the school year.

6.4 The Drugs and Alcohol Education programme will be delivered as part of the P.S.H.E. & Citizenship curriculum and the National Curriculum Science programme.

7.0 STYLES OF TEACHING

7.1 The main core of the programme is delivered to whole classes but the programme will enable flexibility to include working in small groups, departments, across the Key Stages or to individuals according to the developmental needs and experience of the pupil.

7.2 A range of teaching strategies are used which may vary according to age and ability of the pupils. These include group work, games, audio and visual aids, group discussion, stories and the use of speakers from outside. These are in line with the whole school curriculum policy

8.0 STYLES OF LEARNING

8.1 Pupils are encouraged to take part in group discussions giving an opinion or an example if they wish.

8.2 Pupils are encouraged to listen and look at information given by the teacher; speaker or video and to reflect upon what they have seen and heard.

8.3 Pupils' own experiences are used in discussion wherever possible as a starting point to develop skills, which can be related to practical real-life situations.

8.4 Role-play and drama are used to allow pupils to express themselves in a more relaxed and less formal way.

8.5 Published worksheets and materials are used to support the students learning and recording.

8.6 Educational visits are used, where appropriate, to support the Drugs and Alcohol Education programme i.e. the chemist, Police station, health centre etc.

9.0 ASSESSMENTS

9.1 The Drugs and Alcohol Education Programme is delivered in line with Abbey Court's Assessment and Recording Policy.

9.2 The Drugs and Alcohol Education programme is monitored by the PSHE & Citizenship Leader and through schemes of work and coverage plans. Additionally, a PSHE & Citizenship exemplar document has been developed to support staff in the assessment of pupil progress.

9.3 As part of the Annual Review comments can be made under the P.S.H.E & Citizenship section regarding Drugs and Alcohol Education.

10.0 CROSS-CURRICULAR LINKS

10.1 Drugs and alcohol education is an integral part of the P.S.H.E. & Citizenship curriculum, which is reinforced throughout the whole school day. (i.e. making choices. assertiveness. decision making - dealing with peer pressure. taking responsibility, etc.) Drug and Alcohol Education can reinforce aspects of literacy and numeracy through discussion and measurement.

10.2 Drugs and alcohol education is linked with National Curriculum Science programmes of study in the following areas;

Key Stage 1 - The role of drugs and alcohol as medicines

- That humans need food and water to stay alive

Key Stage 2 - That tobacco, alcohol and other drugs can have harmful effects.

Key Stage 3 - the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Key Stage 4 - Health, disease and the development of medicines.

10.3 Drug and Alcohol Education is part of the Health Education programmes of study, i.e. Substance use and misuse.

10.4 Cross-curricular links can be taken advantage of in topic work. I.e. People who help us (doctors, nurses) families and friends etc.

10.5 The use of I.C.T. to access and record information is being used to support the Drugs and Alcohol Education Programme.

11.0 S.E.N AND DIFFERENTIATION

11.1 Drugs and Alcohol Education is an essential part of the curriculum in Special Schools as many of our pupils are unable to access the information themselves from the media available or have the skills and opportunities to share and gain information from their peers. This poses

particular difficulties that are being addressed through careful planning and delivery. i.e. Schemes of Work/IEPs to include work for high-achievers and PMLD pupils.

12.0 STAFFING (INCLUDING TEACHING AND NON-TEACHING STAFF AND RESOURCES)

12.1 Drugs and Alcohol Education will be taught primarily by the class teacher with the support of the P.S.H.C.E. Leader, the school Nurse and possibly outside agencies. The role of the Teaching Assistant is important in the delivery of the subject.

12.2 It is recognised that staff need updating on Drugs and Alcohol Education issues and through review evaluation at staff meetings and as part of the School Development Plan.

12.3 A list of resources, which can be found in school, is listed in the appendices.

It is recognised that resources need to be reviewed and updated in order to provide support to the delivery of the Drug and Alcohol Education Programme.

12.4 Bids for additional resources are made annually as part of the responsibility of the P.S.H.E. Leader following monitoring and discussions with staff.

13.0 EQUAL OPPORTUNITIES

13.1 All pupils at Abbey Court School are given equal opportunities to access all areas of the Drugs and Alcohol Education Programme in line with Abbey Court's Equal Opportunities Policy.

14.0 HEALTH AND SAFETY

14.1 Drugs and Alcohol Education teaching and learning is subject to the Abbey Court School's Health and Safety Policy. All staff are responsible for becoming familiar with and adhering to this policy.

14.2 SPECIFIC ISSUES - MANAGING DRUG-RELATED INCIDENTS.

14.3 At Abbey Court we recognise that although it is unlikely that we experience many drug-related incidents it is essential that a procedure is already in place for dealing with such cases.

14.4 The Medway policy for managing drug-related incidents is attached (appendix 4)

14.5 A copy of First Aid guidance for dealing with an emergency is attached. (Appendix 3)

14.6 A copy of the procedure to follow on the discovery of drugs and/or alcohol is attached.

14.7 CHILD PROTECTION

Staff must remember that at all times the safety and well-being of the child is paramount.

Seek immediate medical attention/advice if a pupil appears unwell because of drug abuse.

Reference is made to Abbey Court's Child Protection Policy.

14.8 Smoking and the use of alcohol on Abbey Court School Premises are not permitted. Please refer to Abbey Court Health and Safety Policy.

15.0 INTEGRATION INCLUDING COMMUNITY LINKS

15.1 PROCEDURE FOR WORKING WITH OUTSIDE AGENCIES

Any person other than the class staff that will be involved in the delivery of Drugs and Alcohol Education must first have the permission of the Head Teacher. The Head Teacher must also agree on the content and how a subject is to be delivered beforehand.

15.2 WORKING WITH PARENTS

Parents are made aware of the Drug and Alcohol Education Policy and Programme through reports. Copies of policies are sent to parents with newsletters. There are opportunities for Parents to discuss the programme with class teachers and the P.S.H.E. & Citizenship Leader. i.e. at Annual reviews, parents' evenings etc.

15.3 WORKING WITH PARENTS

15.4 Opportunities for placement within organisations, which support good practices within the community, are encouraged.

16.0 EVALUATION AND REVIEW

16.1 The Policy will be monitored throughout the year by the P.S.H.C.E. Leader by examination of class timetables, and termly planning. IEPs and records as well as liaison with the Key Stage Coordinators. Schemes of work and rewarding procedures will continue to play a part.

16.2 The Policy is reviewed every three years to consider any changes in school organisation, legislation and the teacher's evaluation of the effectiveness of the programme and delivery.

Appendices

Appendix 1 Resource List

Appendix 2 The Statutory requirements: - Science programmes of study

Appendix 3 Possible signs and symptoms of drug use

Appendix 4 Medway Policy for managing drugs-related incidents

Appendix I

RESOURCE LIST

“What Should I Do?” Channel 4 video

BOOKS / DOCUMENTATION

“Breathe Easy” BILD

“Using Medicine Safely” BILD

“What Should I Do?” Resource book

“What if Drugs and/or alcohol and alcohol” A guide to the identification, handling and management of drug-related issues. KCC Education

“Drug Management in Schools” Tackling drug-related incidents in schools a guide to best working practice. KCC Education

“Drug support programme” Prepared by PC Lerpiniere Inter-Agency Department

“Drugs and alcohol education in School” Ofsted

“Living with a Teenager” S. Hayman

“Innovation in Drugs and alcohol education” Drug Proof. DEE

“Drugs and/or alcohol and alcohol and Solvents -Things you should know.” DoH Solvents. A Parents Guide

“A Parents Guide to Drugs and/or Alcohol and Alcohol and Solvents” Health Education Authority

“Drug Prevention” set of drug fact cards

Kent Drugs and/or alcohol and alcohol Education Lesson Plans (Available on both sites)

“Living Your Life” Sex Education Programme (Available on both sites)

Drugs and/or alcohol and alcohol: An Education, 20 copies (Strood)

Drugs and Solvents Ball

Smoking Lungs Demonstration model

Effects of Drugs and Alcohol Goggles

USEFUL WEBSITES

There are a number of UK websites, each offering a slightly different brand of approach, material and quality. The following are only a selection and have not been specifically recommended:

www.wiredforhealth.gov.uk

www.drugsandalcoholuk.org

www.drugsandalcoholcope.org.uk/drugs and alcohol search – useful background information for teachers

www.mindbodysoul.gov.uk – Health topics for Key Stage 3

www.lifebytes.gov.uk – Health topics for Key Stage 3

www.salford.gov.uk – Key Stage 4 and above

www.parentlink.co.uk

www.hpe.org.uk

www.d-2k.co.uk

www.drugworld.org – Turning point. Key Stage 4 and above. (Not specifically curriculum-based)

www.cascade.u-net.com

www.le.ac.uk/education/resources/student/SUE/drugsandalcohol

www.drugsandalcoholaware.net

www.thesite.org.uk

www.keele.ac.uk/koss/drugweb/index.html

www.dare.uk.com

www.portman-group.org.uk – alcohol information and resources directory

www.talktofrank.com/home - drug information website

NATIONAL AND LOCAL SUPPORT AGENCIES

National Drugs and Alcohol Helpline

Free, confidential – 24 hours a day

0800 77 66 00

ADFAM National

The UK Charity for families and friends of drug users

0207 928 8900

Release

National, Legal Drug Service

Release.org.uk

020 7234 2989

Parentline Plus

Organisation for families of drug users

020 7553 3080

Young Minds

<https://youngminds.org.uk/find-help/looking-after-yourself/drugs-and-alcohol/>

0808 802 5544

Turning Point Medway

Drug and alcohol support services

55 Green Street

Gillingham

Kent

ME7 1AE

Phone: 0300 123 1560

Open Road – Medway Young Peoples' Centre

55 Green Street, Gillingham, Kent, ME7 1AE.

Telephone: 01634 566285

Alcoholics Anonymous

0800 9177 650

help@aamail.org

Talk to Frank

0300 1236600

<https://www.talktofrank.com/>

NSPCC Child line

0800 1111

USEFUL LITERATURE TO SUPPORT DRUGS AND ALCOHOL EDUCATION IN SCHOOLS

National

Ofsted: Drugs and Alcohol Education In Schools
Report from the office of Her Majesty's Chief Inspector of Schools

The Right Approach: Quality Standards in Drugs and alcohol education (1999) SCODA
Sets out the ways in which drugs and alcohol education can be reviewed and assessed

The Drugs Education forum.com Guidance for delivery in schools

Tackling Drugs and/or alcohol To Build a Better Britain (2001) Government drug strategy

Protecting Young People: Good Practice In Schools and The Youth Service
A guidance booklet

HM Government Drug Strategy 2017

PSHE Association - Teaching Drug and Alcohol Education with Confidence in Secondary Schools

NICE Guidelines for alcohol education in schools.

NSPCC Drugs and Alcohol advice

Local

Managing Drug Related Incidents (2000)- Youthandpolicing.co.uk
Kent Constabulary, Medway Council, Kent Initiative on Drugs and/or Alcohol
Kent County Council

Kent Drug and Alcohol Strategy (2017)

Appendix 2

The Statutory requirements: - Science programmes of study

Pupils should be taught: -

At Key Stage 1

- About the role of drugs and/or alcohol as medicines;

At Key Stage 2

- About the effects on the human body of tobacco, alcohol and other drugs and how these relate to health;

At Key Stage 3

- That the abuse of alcohol, solvents, and other drugs affects health;
- How the body's natural defences may be enhanced by immunisation and medicines;

At Key Stage 4

- The effects of solvents, alcohol, tobacco and other drugs on body functions;

In all Key Stages, under Health and Safety in the Science orders, pupils should also be taught: -

- To recognise that there are hazards in living things, materials and physical processes, and assess risks and act to reduce risks to themselves and others.

Appendix 3

Possible signs and symptoms of drug use

It is often extremely difficult to ascertain whether a young person is experiencing or suffering from the harmful effects of drug use and care should be taken to ensure that the following signs and symptoms are not mistaken for the normal signs and symptoms of adolescence. There are usually more than at least one or two of these signs and symptoms to indicate evidence of drug misuse. They can be divided into a number of categories that include physical condition and appearance, social behaviour, learning performance and personal organisation.

Physical condition and appearance

Long Term

- Paleness;
- Tiredness;
- Weight loss;
- Lack of coordination,
- Poor hygiene.

Short term

- Stains on clothing;
- Smells on clothing;
- Spots around nose/mouth;
- Redness around nose/mouth;
- Blisters in region of mouth;
- Inflamed eyes;
- Injection marks.

Social Behaviour

- Significant changes in the availability and use of money;
- Increased activity/hyperactivity;
- Increased lethargy;
- Rapid changes in energy levels;
- Increased withdrawal;
- Changing friendship groups/patterns;
- Rapid changes from elation to depression;
- Un-cooperative;
- Truancy;
- Use of substance-related language;
- Concealment and denial;
- Aggressiveness;
- Increased involvement in conflict situations.

Learning Performance

- Reduced performance;
- Loss of powers of recall;
- Incoherence;
- Loss of dexterity/practical skills;
- Reduced output;
- Reduced homework;
- lack of interest.

Organisation

- Unpunctuality
- Failure to bring equipment;
- Discontinuing/lack of interest in hobbies;

Appendix 4

Managing Drug Related Incidents

Definition

A drug-related incident is defined as any person on the premises, be it a pupil, parent, carer or visitor, who is under the influence or in possession of intoxicating substances. It may also refer to incidents out of school, which directly affect children and their immediate families.

The designated safeguarding lead is the named staff member responsible for coordinating the school's response to drug incidents.

The primary concern for the school is the care and welfare of its pupils. The school will seek to balance the safety and security of pupils.

There are a number of young people in schools and other educational establishments who may require medication to be administered during the school day. Pupils with medical conditions requiring this on a regular basis should be made known to all staff and members of the school community.

A list of pupils with medical conditions should be updated at the start of each new academic year, and each class teacher has the list appropriate to their class. A whole school list of pupils with medical conditions is made available in e.g. the school office.

The school has a number of staff that have been trained as first aiders. The children know how to gain help via the Staff.

The school will follow the law in that it permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug providing that all responsible steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it. This will usually be performed with the assistance of the police on occasions, which do not involve alcohol or tobacco. In issues concerning drug paraphernalia, the police will always be contacted.

The school will involve parents/ carers in personal searches and searches of school property but at all times with at least two members of the school staff in attendance.

Circumstances Defining Where Parents/Carers or Other Agencies Including the Police may Need to be Notified.

Schools are recommended to conduct a careful investigation to judge the nature and seriousness of each incident. The emphasis should be on listening to what people have to say and asking open-ended questions. Schools should consider separating any pupils involved in the incident and ensuring that a second adult witness is present. Issues such as confidentiality, child protection, police intervention and referral to external agencies need to be given careful attention to safeguard the needs of those involved and to ensure an appropriate response is taken. Any incident involving the misuse of drugs will take account of:

- the age and maturity of the child or young person
- any previous incidents of drug misuse by the child or young person
- which drug/s are being used/supplied
- if the drug legal or illegal
- how much is being used and how often
- how they take the drug, where, with whom
- how long has it been going on
- the child's home circumstances
- pupil's knowledge and understanding of the school policy and rules

Any response should balance the needs of the individual with those of the wider school community, and aim to provide pupils with the opportunity to learn from their mistakes and develop as individuals.

Drug/alcohol-related problems are rarely, if ever, isolated and are usually indicative of wider issues in a young person's life. A holistic approach is essential when assessing drug/alcohol use and other factors that are impacting a young person's life and behaviour. Schools should develop a range of responses in line with local protocols. Schools have a role in identifying pupils who have drug-related needs. The process of identifying needs should aim to distinguish between those who could benefit from targeted prevention, and those who require a more detailed assessment of their needs. The Drug and Alcohol Action Team Screening Tool DUST may prove useful in identifying the most appropriate response to individuals' needs and can be referred to the most appropriate agency commissioned by Medway DAAT.

Staff have no legal obligation to report an incident involving drugs to the police. However, schools need to work in partnership with the police to outline:

- when an incident can be managed internally by the school
- when the police should be informed or consulted
- when the police should be actively involved
- when a pupil's name can be withheld and when it should be divulged to the police

Schools should make a full record of unauthorised drug incidents. Storage of sensitive information about pupils or staff should be stored in accordance with the requirements of the Data Protection Act 1998. A book for recording should be kept in the Headteacher's office.

If incidents involve a child then the Headteacher, as Child Protection Officer, will consult all relevant agencies as well as calling the parent/ carer into school to collect or discuss the pupil.

“Inclusion in mainstream education provides the structure and stability necessary when drug/alcohol and other problems are evident in a young person's life and contributes to reducing other vulnerabilities.”

Where the school feels it has no choice but to exclude pupils, it needs to ensure that there are adequate and appropriate care pathways available to the young people and their families/carers. The Medway Exclusion Team will be available for advice.

Responsibilities

The school's Governing Body will take an active part in overseeing drug incidents in the school; in particular, the Pupils and Curriculum Committee will receive reports at the termly meeting.

Links to other Policies

There are numerous links to other policies, namely, Child Protection, Health and Safety and Confidentiality.

The whole school community shares a responsibility for the successful implementation of this policy.