



Drug Misuse & Drugs, Tobacco and Alcohol Education Policy

The patterns of drug misuse by young people reinforces our aim at Ashmole to give our pupils the knowledge skills and attitudes to understand the benefits of a healthy lifestyle and to hopefully apply these principles throughout their lives.

Ashmole will not accept the misuse of any drug including alcohol by members of the school community. The illegal supply of any drug or alcohol is also unacceptable. The management of drug related incidents within the school will reflect this.

Principles

The principle of the Ashmole Drug Misuse programme is that it is supportive and benefits all individuals within our community.

1. Students will have gained:
 - information about drugs
 - an understanding of the importance of a healthy lifestyle
 - awareness of the effects of drugs (current thinking) an understanding of the risks involved with drug taking including involvement with the legal system
2. Students will have developed:
 - communication skills
 - assertiveness skills
 - decision making skills
 - an anti-drug attitude
3. Students will be able to:
 - identify risks of drug taking
 - help others in their understanding of the aspects and consequences of drug misuse
4. Students will have grown in:
 - confidence
 - self esteem
 - the ability to ask for help in particular in relation to all of the areas mentioned above
5. The principle of the Ashmole Drug Misuse programme is that it is supportive and benefits all individuals within our community. The management of drug related incidents within the school will reflect this ethos.

Drug Awareness and Education

1. A progressive programme centred on knowledge, skills, awareness and understanding which will be developed and delivered through PSHE lessons:
 - i. Reception: People who help to keep us safe
 - ii. Year 1: Keeping safe and medicine safety
 - iii. Year 2: Medicine Safety
 - iv. Year 3: Drugs & their risks (cigarettes and alcohol)
 - v. Year 4: Managing risk and Understanding the norms of drugs use (cigarette and alcohol use)
 - vi. Year 5: Norms around the risks of legal drugs
 - vii. Year 6: Drugs and their risks, including the law
2. [There will be some overlap of similar broad areas of content but the level of detail and approach will be matched to the age group concerned].
3. Those staff who are expected to deliver the programme shall be suitably prepared in the knowledge and skills needed by suitable training, including inset and resources from SCARF Coram Education.
4. The programme and teaching methodologies will provide for honest debate based on fact.
5. The aim of the Drug Misuse Programme is to promote knowledge, skills and understanding, not to identify drug users. However if an issue arises within the teaching of the programme, the opportunity to follow up in an appropriate and professional manner is available through the Head of School and/or a Deputy Head Teacher.
6. Personal questioning of staff by pupils should be handled by a clear refusal to answer such questions and an explanation that this is breaking the ground rules.
7. Ground Rules:
 - a. There shall be no personal questioning
 - b. Confidentiality
 - c. listen to other's views
 - d. accept other's opinions
 - e. show respect and tolerance
 - f. agree to disagree
 - g. keep objective
8. Any pupil found to be in a drug-related incident will be dealt with in accordance to 'Schools response to Drug Related Incidents guidelines'.
9. Drugs found on any person or on the premises will be dealt with in accordance with the 'School response to Drug Related Incidents guidelines'.
10. Debate and discussion about Drug Misuse will also take place in GCSE PE and A Level PE through a focus on drug misuse in sport and the use of performance enhancing drugs
11. In KS3 Science the effects on the body of alcohol, smoking and drugs will be studied. In KS4 in Biology the Year 10 Module on Keeping Healthy also focuses on the effects of drugs, tobacco and alcohol as does the keeping healthy module in the Double Science Course in the Year 9 and 10 Keeping Healthy Modules.

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body image Self esteem

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The Main Drugs of Misuse

HEROIN (*smack, junk, H, skag etc*)

Derives from the opium poppy. Heroin produces initial euphoria followed by drowsiness and “drunken” appearance. Overdosing can produce unconsciousness. Regular, frequent use produces dependence. In these situations, sudden withdrawal can cause effects similar to flu.

COCAINE (*coke, snow etc*)

Derives from the coca plant. Cocaine makes people excited, over-alert, indifferent to pain and feel strong both physically and mentally, overcoming fatigue and tiredness, but depression and insomnia can follow. Heavy use can produce psychological dependence and paranoia. Crack is cocaine in a smokable and rapidly absorbed form carrying higher risks of addiction.

AMPHETAMINES (*speed, uppers, sulphate, sulph, whiz etc*)

Synthetic stimulants which make the user initially energetic and confident, but anxiety and restlessness can follow. High doses can produce delirium, panic and paranoia.

TRANQUILLISERS (*benzodiazepines including temazepam*)

Supplied legally on prescription but unauthorised supply is an offence under the Misuse of Drugs Act 1971. Possession of these drugs is not illegal as long as they are in the form of a medicinal product. Complex and potentially lethal interactions are caused when taken with amphetamines, cocaine, heroin or alcohol.

LSD (*Lysergic acid diethylamide*)

Produces hallucinations and, depending on the circumstances, can cause depression, dizziness and paranoia.

ECSTASY (*‘E’ or MDMA, etc*)

Produces increased energy but prolonged high doses can lead to anxiety, panic, insomnia and hyperthermia. There is growing evidence that long-term use might cause liver damage in some people.

CANNABIS (*pot, dope, hash, grass etc*)

Comes from bushy plants found in most parts of the world. Cannabis causes perceptual disturbance and affects judgement. Long-term use may cause lung disease and psychotic illness. A potent variety called skunk carries more risks of serious side effects

Procedures to Follow when Dealing with a Drug Related Incident

1. Definition of a Drug Related Incident

When a person supplies, possesses, uses or is under the influence of illegal drugs or other harmful substances.

2. Guidelines

- a. Drug related incidents must always be immediately reported to the Head Teacher or Deputy Head Teacher who will then make the decision about the appropriate contact with the police. Parents will always be informed and as soon as is possible.
- b. If a student is suspected of being in possession of illegal drugs or banned items such as alcohol or cigarettes the Managing Searches Of Young People And Their Property Protocol must be followed.
- c. Illegal drugs should be confiscated by the school and police advice about the removal of these items should be sought as soon as possible. Any such incident should be clearly logged by the school. If it is necessary to keep the items overnight or for any length of time as advised by the police such items must be kept by the Head Teacher in a safe and locked place
- d. At the Head Teacher's discretion the child may be internally excluded from school until parents are contacted or will be excluded from school immediately. (Account should be taken as to whether this would expose the child to greater risk through increased contact with drugs). The Governing Body requires the Head Teacher to permanently exclude pupils found in possession of, or supplying drugs.
- e. The police will be given information regarding external suppliers of drugs (including shops who sell cigarettes and alcohol to 'under-age' children, and shops who sell solvents to children).
- f. Where the school is aware of drug misuse out of school the school will make every effort to give support to the 'user' and the 'users' family by providing an drug misuse module or an externally provided drug misuse programme and details of external support agencies.
- g. Drugs related incidents involving staff will be dealt with in accordance with the staff disciplinary procedures.
- h. Drug related incidents involving members of the public will be dealt in a similar manner.

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