



DRUGS EDUCATION POLICY (WHOLE SCHOOL)

Policy Time Frame:	Policy Effective From:	17.09.2019
	Policy revised on:	20.10.2020
	Review Date:	01.09.2021

Introduction

This policy outlines the aims for teaching and learning on the issue of drugs and the effects from their misuse.

Kajonkiet International School is committed to educating young people to the highest of recognised international standards in a supportive learning environment and to making them aware both of their personal responsibilities and their duty to others.

Young people face significant challenges in the 21st century not least those of a social nature. KIS believes that educating and helping its students to make informed and appropriate choices is an important facet of its responsibility.

The Definition of a Drug

The term drug is used to refer to any psychotropic. When addressing drug education and the management of incidents and situations involving drugs (including the management of medicines), the policy encompasses all drugs, which include:

- Volatile (sniffable) substances (e.g. petrol, alkyl nitrites, butane, aerosols)
- Over-the-counter and prescription medicines (e.g. paracetamol, cough medicines, antibiotics, tranquillisers, steroids)
- Alcohol (e.g. wines, spirits and liqueurs)
- Tobacco (e.g. cigarettes and cigars)
- E-cigarettes, vapes and associated equipment
- Illegal drugs (e.g. opium, cannabis, heroin, LSD or ecstasy)

Aims

The school believes that drugs education is most successfully delivered as part of a personal, social and health education curriculum and the science curriculum. A drug education programme using fear arousal techniques or simply providing basic information about drug abuse will not of itself change pupils' behaviour. The most successful education programmes emphasise information and social skills' approaches, such as peer resistance, as well as improvement in self-esteem and self-awareness.

The programme and policy will reflect the school's overall stated aims and ethos:

- To deliver Drugs Education;
- To inform about the use and misuse of drugs;
- To develop coping skills for managing different drug related situations e.g. smoking, alcohol and illicit substances;
- To enable pupils to make informed choices regarding issues related to drugs;
- To explore the many issues related to drugs and young people. To encourage moral and spiritual development, respect for self and others, to foster responsible behaviour;
- Promote self-esteem and help the children to make decisions about their health and development.

Effective drug education enables pupils to:

- Improve their self-esteem and confidence;
- Make informed choices and decisions;
- Develop personal initiative and be able to take responsibility for their actions;
- Recognise personal skills and qualities in themselves and others for coping with external and/or peer group pressures;
- Develop assertiveness in appropriate situations;
- Maintain and develop good friendships and relations with adults, including parents and carers;
- Develop the motivation to succeed personally and in the community.

Guidelines

Drugs Education is delivered within a framework which encourages equal respect for:

- all groups in society;
- all religious beliefs and practices.

Students should be helped to consider the importance of self-restraint, respect and dignity. They should show responsibility and sensitivity towards the needs of others. They should be able to recognise the physical, emotional, and moral implications and risks of certain types of behaviour and to accept that all must behave responsibly in drug related matters.

All staff members are expected to familiarise themselves with the policy on drug abuse and its prevention, to be aware of the following signs of possible drug abuse and to report any concerns about a pupil or group of pupils to the Vice Principal(s) / Principal.

Possible indicators are:

- Decline in academic performance;
- Unusual outbreaks of temper, mood swings, restlessness, irritability;
- Excessive tiredness without obvious cause;
- No interest in physical appearance;
- Lack of appetite;
- Sores or rashes especially on the mouth or nose;
- Heavy use of scents, colognes, etc, to disguise the smell of drugs;
- New friends older age groups;
- Unwillingness to take part in School activities.

The indications listed above may be associated with drug abuse, but as many of them are a normal part of adolescence, caution in making assumptions is advised.

Organisation and Planning

Primary School

At Key Stage 1 pupils should be taught about the role of drugs as medicines. At Key Stage 2 pupils should be taught about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.

Key Stage 1

Knowledge and understanding:

- School rules relating to medicines.
- Basic information about how the body works and ways of taking care of it

Looking after the body:

- The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them;
- Understanding that all drugs can be harmful if not used properly;
- Simple safety rules about medicines and other substances used in the home, including solvents;
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour;
- People who are involved with medicines (such as health professionals, pharmacist, shopkeepers);
- People who can help children when they have questions or concerns.

Skills:

- Communicating feelings such as concerns about illness and taking medicines;
- Following simple safety instructions;
- When and how to get help from adults.

Attitudes:

- Valuing one's body and recognising its uniqueness;
- Attitudes towards medicines, health professionals and hospitals;
- Attitudes towards the use of alcohol and cigarettes;

- Responses to media and advertising presentations of medicines, alcohol and smoking.

PSHE Key Stage 1

In developing a healthy, safer lifestyle pupils will be taught:

- How to make simple choices, which improve their health and well being;
- That all household products, including medicines, can be harmful if not used properly.

Pupils' breadth of opportunity will be increased by being taught the knowledge, skills and understanding to meet and talk with people (e.g. police officers, the school nurse) who can give help and advice.

Key Stage 2

Knowledge and understanding:

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.

Looking after the body:

- More detailed information about the body, how it works and how to take care of it;
- Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks;
- Introduction to the law relating to the use of legal and illegal drugs;
- People who can help children when they have questions or concerns;
- Dangers from handling discarded syringes and needles.

Skills:

- Identifying risks and coping with peer influences;
- Communicating with adults (non-judgemental);
- Decision-making and assertiveness in situations relating to drug use;
- Giving and getting help to other pupils and from adults;
- Safety procedures when using medicines.

Attitudes:

- Valuing oneself and other people;
- Attitudes and beliefs about different drugs and people who may use or misuse them;
- Responses to media and advertising presentations of alcohol, tobacco and other legal drugs;
- Taking responsibility for one's own safety and behaviour.

PSHE Key Stage 2

In developing a healthy, safer lifestyle pupils will be taught:

- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects 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;
- 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.

Pupils' breadth of opportunity will be increased by being taught the knowledge, skills and understanding to:

- Participate (e.g. in the school's decision making process, relating it to democratic structure and processes);
- Make real choices and decisions (e.g. about issues affecting their health and well being such as smoking....);
- Meet and talk with people (e.g. People who work in the school and neighbourhood, such as community police officers);
- Consider social and moral dilemmas that they come across in life;
- Find information and advice (e.g. through help lines).

Secondary & 6th Form

Drugs Education is delivered at Key Stage 3 by the Science Department and through the PSHE programme. At Key Stage 3 (11 -14) in Science the following areas are covered:

- Facts on drugs : Alcohol, Solvents.
- The physical effects of drugs on the body.

At Key Stage 3 in PSHE the following areas are covered:

- What do we mean by drugs?
- Why do people use drugs?
- Drugs and the law;
- Risks associated with drugs;
- Drugs debate;
- Religious ideas around drug use.

At Key Stage 4 (Year 10) Drugs Education will be delivered as part of PSHE. Outside agencies may be invited in to work with pupils in this programme.

Sensitive issues will be discussed in an open and honest way that is relevant both to individuals and to groups of young people and which reflect respect for all groups in society.

Resources may include: Text books, in house programme, videos, ICT, Curriculum Guidance and Health Education materials from outside agencies.

Advice/information is part of the programme. Individually, pupils are given advice/information when they approach teachers; this is done conscious of the need not to contravene what may be parents' wishes. Confidentiality is always observed, though teachers may have to make informed judgements about confidentiality and the individual pupil's needs and overall wellbeing. The Phase Leaders and/or Form Tutors may be consulted, in confidence, where it is judged appropriate. The school nurse can also offer confidentiality to all young people on a one to one basis but such a response must include the involvement of the Principal & Vice Principals.

When a teacher believes drug abuse may be occurring, the Phase Leader and/or Vice Principal (Secondary & 6th Form) should be consulted.

Implementation

- Drugs Education is taught by members of the Science Department and the PSHE teams;
- The approaches within the Science Department and the PSHE teams are distinct. The latter area places greater emphasis on the social context, whereas the Science Department takes a more biological approach;
- Within the school, the Vice principal and identified specialist Science teacher(s) will coordinate/deliver any necessary INSET. Other agencies may also provide training and support e.g. Police and Health Promotion teams;
- For matters relating to inappropriate use of drugs, the school will consider each substance incident individually and recognise that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. It seeks to balance the interests of the pupil involved, the other school members and the local community. Permanent exclusion and /or legal advice may be explored as a final sanction when all other reasonable steps have been taken or because of the seriousness of the incident, i.e. an older pupil passing drugs to younger pupils and getting money from them by extortion.

The Role of the Vice Principal(s)

One role of the Vice Principal(s) is to co-ordinate and develop the planning, implementation and the evaluation of Drugs Education. The specific responsibilities will include:

- To advise school leadership and the Board of Directors on the future development of drugs education;
- To plan, write and keep under review policy documents/guidelines incorporating the requirements of the National Curriculum;
- To be responsible for the implementation of the policy documents and to monitor the development of drugs education throughout the school, with particular regard to continuity, achievement, assessment and progression;
- To ensure that the teachers are following the school policy/scheme (for this subject area) and ensure that appropriate learning outcomes and activities are planned for;
- To observe and support in the classroom in the area of drugs education (as time allows);
- To be available to liaise with/advise colleagues in the field of drugs education within the time available;
- Where appropriate, to plan and lead workshops to enable staff to tackle the teaching of drugs education with confidence;

- To control, evaluate and requisition equipment as required for the implementation of policy documents;
- To promote interests and understanding in drugs education with staff and parents;
- To keep up to date with current developments in the field of drugs education in primary education through reading, courses, visits, etc.;
- To be aware of and promote appropriate use of ICT in the field of drugs education;
- To encourage and foster equal opportunities for all children in the field of drugs education.

Assessment

Gathering of information about how pupils are progressing in this area of work will largely be done through informal observation, although some marking of work and formal observation will be involved for the science part of the curriculum.

Drug abuse amongst pupils

We recognise that in contemporary society, our students are as liable as any to come into contact with drugs. Accordingly our drugs policy seeks to establish a sound balance between education, detection and deterrence. In this light we work to protect our pupils in the following ways:

- **Vigilance.** All staff should be vigilant regarding the tell-tale signs of possible drug abuse. Acting in the best interests of the pupil, they are required in every case to inform the Pastoral Coordinator / Vice Principal (Secondary & 6ht Form) of their concerns that a pupil or a group of pupils is involved in, or in contact with, drug abuse. Where appropriate, guidance will be sought from organisations recognised for their work in the prevention of drug abuse. If staff have reason to believe students may be in possession of a substance and/or its associated paraphernalia, they will advise the SLT. The Vice Principals may determine thereafter, that bag and locker searches are conducted.
- **Education and Example.** Teaching about the dangers and consequences of drug abuse is an important part of our PSHE programme taught throughout the school. Parents are encouraged to work in a partnership with their children and the school supporting our programme of drug abuse education and prevention, and openness between parents and the school is both encouraged and crucial.
- **Testing.** Detection is an important part of the drugs policy. Testing acts as a powerful deterrent against drug abuse. KIS will routinely conduct termly tests to assess the status of the student population. Such tests will involve the support of external agencies, including those provided by the Thai police. The exact date and time of tests will be unannounced. Detection options include; saliva/oral tests, urine tests, hair sample tests of students suspected of taking illegal drugs.

Parents will be informed when testing for drug abuse has taken place. If a pupil refuses to take a test then the School may assume that drug abuse is taking place and that our policy for preventing it has been rejected. In such cases the school may apply sanctions in line with 'serious breaches of discipline' under the Behaviour and Conduct Policy.

- **Working with the Problem.** We cannot combat drug abuse by sanctions alone. Sanctions must, of course have a place in an integrated policy of drugs education and prevention but we do not believe it is morally or educationally acceptable to “write-off” a young person for experimenting with drugs. Nevertheless we are firm in our conviction that drug abuse is unacceptable and damaging and we will not hesitate to impose strong sanctions on any pupil when drug abuse is confirmed.