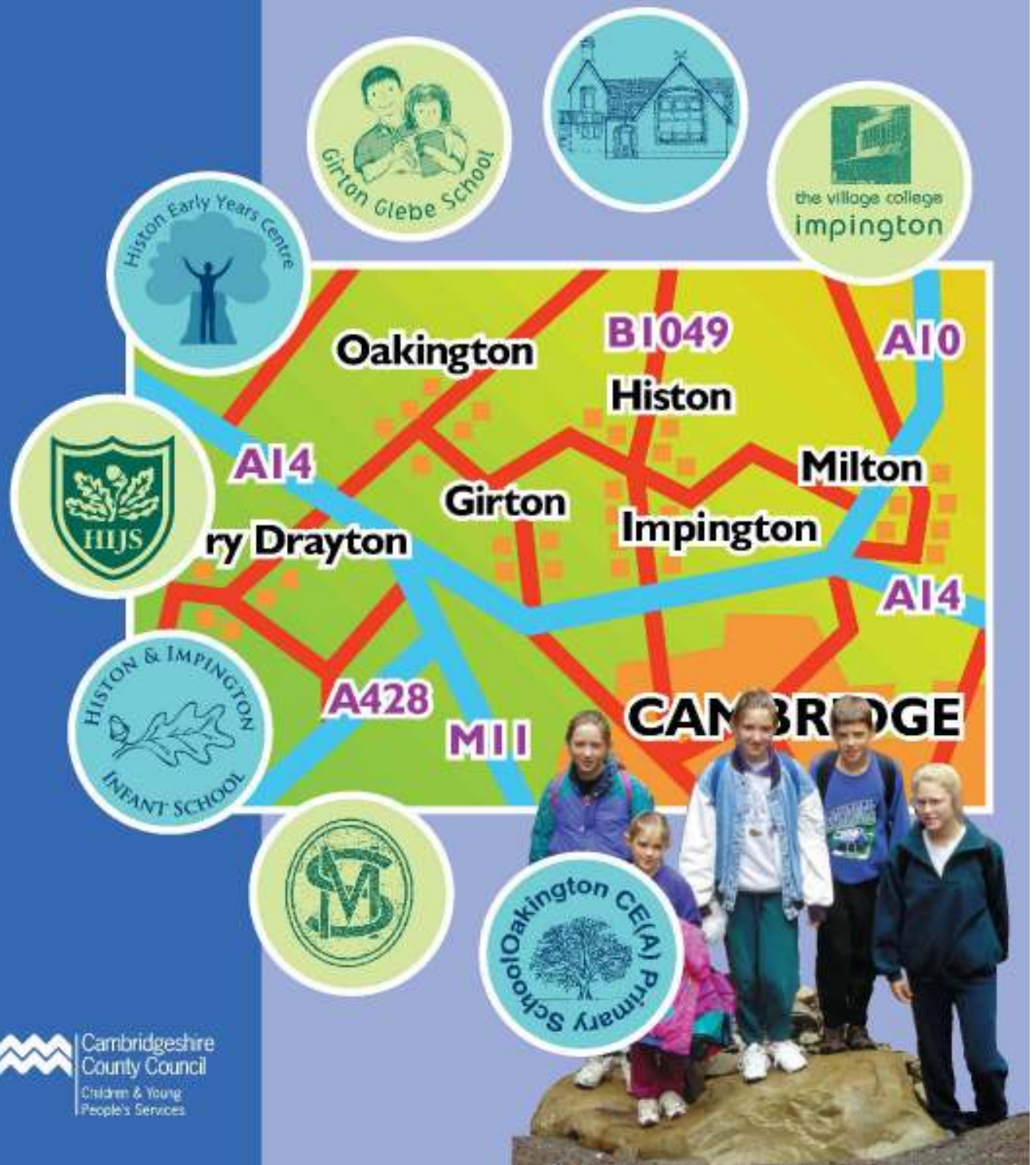


# Milton CE Primary School

A Drug Policy for Young People



# Impington Area Community Drug Policy 2008

## Participating Schools

Dry Drayton CE Primary School

Impington Village College

Girton Glebe Primary School

Milton CE Primary School

Oakington CE Primary School

Histon Nursery School

Histon and Impington Infant School

Histon and Impington Junior School

## Policy Development and Review

This policy was originally devised by representatives from the participating schools and the following organisations:

Milton Parish Council

PSHE Service

South Cambridgeshire District Council

The policy has been reviewed by representatives of the schools.

## Section 1 - Context

### Introduction

This policy encourages a shared approach to Drug Education and managing situations and incidents across the community, so that young people and those who live or work with them receive consistent messages. It promotes informed decision-making by young people whilst recognising the damage drug misuse can cause for both individuals and communities.

It is one initiative included in the Drug and Alcohol Action Team's (DAAT) Action Plan for Young People which comprises a range of actions across Cambridgeshire that aim to reduce drug misuse. Community Drug Policies are in place across the whole of Cambridgeshire.

In whatever way we work with children and young people we have shared responsibilities regarding their health and wellbeing. These are clearly set out in the Every Child Matters outcomes, many of which are directly linked with the provision of high quality Drug Education and positive, supportive responses to drug-related situations and incidents. In particular, this policy describes our contributions to the 'Be Healthy' outcome, which refers to the physical, mental and emotional health of young people and their right to choose not to take illegal drugs.

This policy covers the Impington area. It relates directly to young people 18 years and under, but acknowledges that the whole community has a role to play in educating and supporting them. Consequently, it includes reference to adults with respect to their impact on the lives of young people.

Development has been shaped by information from staff and parents, from the Health Related Behaviour Questionnaire (Secondary Schools); 'Dogs and Rugs' Draw and Write exercise (Primary Schools) and work with young people in informal settings. In future we will continue to use these methods of data collection, as well as using other information gathered by partner organisations.

### Glossary

Throughout this policy we use the following definitions:

**A drug:** Any substance which affects how a person thinks, feels or behaves (World Health Organisation). The term embraces medicinal, non-medicinal, legal and illegal drugs. Therefore, "drug" includes alcohol, tobacco, volatile substances (solvents, aerosols etc.), medicines and illegal drugs.

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**Young people:** Children and adolescents under 19 years.

**Community:** All people, who live, work or in some other way impact on the lives of young people in a specific geographic area (the Impington area).

**Drug use:** The consumption of any drug.

**Drug misuse:** Drug taking which harms physical, mental or social wellbeing. This could, for example, include physical or psychological dependence, improper use of medicines, intoxication, breach of school rules or the law.

**Authorised drug use:** Where drug use is accepted by the organisation. Reference might be made to these in other of the organisation's policies e.g. Smoke Free Policy, Medicines Policy.

**Unauthorised drug use:** Where use is restricted or prohibited.

What do we hope to achieve by having a drugs policy for young people in the Impington area?

We want to:

- enable young people and those who have an impact on their lives to make informed decisions about drug use
- increase access to help and support for young people and those who have an impact on their lives
- support parents, carers, members of the community and professionals in developing their knowledge, awareness and confidence in relation to drugs
- promote safer communities in the long term.

What will the policy do?

The policy will:

- provide a framework for developing a consistent approach to working with young people in relation to drugs in the Impington area
- encourage cross-community and inter-agency approaches to Drug Education and managing situations and incidents in the Impington area.

## Commitments by Partner Organisations

1. We believe that *everyone* in the community is entitled to information, support, guidance and opportunities to shape the development of local drug initiatives. We are committed to implementing the 'Entitlements' outlined in this policy.
2. We will develop clear guidance for staff and young people using our service/facility, and publicise it appropriately.
3. We will make the content of our drug policies known to staff, service users and others in the community.
4. When responding to situations involving any drug, we will seek to balance the interests and safety of the individual, other members of the organisation and the community.
5. We are committed to creating an environment that promotes health and encourages informed decision making in relation to drugs. We will do this by:
  - developing and implementing a Smoke Free policy
  - reviewing procedures for the storage, administration and use of medicines and volatile substances
  - ensuring there are clear guidelines for the consumption of alcohol and its use as prizes on our premises, particularly when young people are present
  - promoting positive alternatives to drug use
  - ensuring that any materials that directly or indirectly promote irresponsible use of drugs are not used, displayed or distributed
  - encouraging behaviours that provide positive role models for young people.
6. We regard it as the shared responsibility of all adults working with young people to:
  - provide positive role models for young people in relation to drug-related behaviour
  - be accessible to a young person's request for guidance, information or advice and to respond appropriately
  - be aware of the procedures for dealing with drug-related situations and incidents.
7. Education initiatives will be appropriate to the age and understanding of the young person. We will work together to establish and share good practice across organisations.

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## Entitlements

Partner organisations are committed to working towards the implementation and development of the following entitlements:

### **Children and Young people** are entitled:

- to have access to information which is accurate and up-to-date; appropriate to their age and level of understanding and sensitive to cultural, ethnic, religious and gender differences
- when seeking advice, to have confidentiality policies and service rules explained clearly
- to be made aware of access routes to independent advice and support, in the location and context which is appropriate for them
- to be treated with respect and sensitivity in a non-judgemental way, and to be listened to
- to be allowed to learn from their mistakes and be supported. Behaviour may be unacceptable but not the person
- to a varied, planned and cohesive education programme throughout the 3-19 age range
- to have the opportunity to participate in the shaping and evaluation of their Drug Education programme using methods appropriate to their maturity, for example, through consultation or research
- to be helped to make informed and healthy choices based on the development of appropriate skills and attitudes and time to reflect on their findings
- to an environment in which the community seeks to minimise pressure from peers and others.

### **Adults working with young people** are entitled:

- to have access to drug-related information which is accurate and up-to-date and sensitive to cultural, ethnic, religious and gender differences
- to relevant and appropriate training
- to opportunities to develop personal skills and confidence in delivering Drug Education and managing drug-related situations and incidents
- to a clear definition of issues concerning boundaries and confidentiality
- to an environment which provides opportunities to express their views and share concerns openly

- to have access to independent advice and support, in both personal and professional capacities
- to have access to a named person or organisation, trained and with responsibility to liaise with colleagues in other settings
- through representatives, to be involved in the formulation and/or evaluation of drug policies
- to access information on the content of Drug Education received in other settings
- to the dissemination and celebration of good practice wherever it occurs.

### **Parents, carers and other adults in the community** are entitled:

- to have access to drug-related information which is accurate, up-to-date and sensitive to cultural, ethnic, religious and gender issues
- to expect a safe and secure environment for children
- to have access to information about any issues which directly affect the health and safety of children, within the relevant confidentiality policy
- to opportunities to express their opinions and to be offered time and privacy to share any concerns
- through representatives, to be involved in the formulation and/or evaluation of drug policies
- to have access to information on the content of Drug Education received by young people in schools and other settings
- to have access to independent advice and support about drugs
- to be aware of the appeals procedure concerning school exclusions and have information about available support.

### **School governors** are entitled:

- to a clear explanation of their roles and responsibilities concerning Drug Education
- to appropriate training opportunities
- to the opportunity to observe and discuss curriculum content and classroom practice, in line with existing school policy
- to knowledge of legal, DCFS and County Council requirements and support when working with them
- to be informed, through the Head, Warden or named governor of any serious drug-related incident.

### Implementation and Review

1. Partners will be encouraged to reflect on the implications of this policy for their organisation.
2. When implementing this policy, partners will consider opportunities for including other appropriate individuals and organisations.
3. Information will be communicated to partner agencies and the community.
4. The policy will be reviewed every three years (Second review 2011).

### Section 2- Implementing Policy for Young People in Our School

At Milton C of E Primary School we aim for excellence by continually providing a high quality education for each young person in a caring and safe environment. As a Healthy School, we aim to improve the health and happiness of our children, enabling them to do better in learning and in life.

As part of our work in meeting these aims, we consider the implementation of this policy as key. Our provision of Drug Education is assisted by our practice in other areas. Therefore, the following policies are relevant to our work in Drug Education:

- PSHE and Citizenship, Bullying, Child Protection, Science, Behaviour, Staff Health and Wellbeing, Medicines, Health and Safety, School Visits, Smoke Free

Copies of this policy will be made available to staff in a staff meeting and also kept electronically on the school server. Copies will be made available to parents and community members on the school website. We will also store some paper copies available for parents at the school office.

#### Delivering the Entitlement Curriculum for Drug Education in Our School

We understand the importance of ensuring that all children in our school and across the community gain similar information and experiences through Drug Education. We will therefore follow the Entitlement Curriculum included in this document. We will ensure that the curriculum is accessible to all, according to their need and ability.

The objectives of the Entitlement Curriculum for Drug Education will mainly be delivered in designated PSHE lessons, Circle Time, focused health topics, Conference days and specialist teams such as the Life Education Centre.

Some aspects of Drug Education will be delivered in other subjects, such as Science, SEAL and RE.

Some objectives of Drug Education will also be met in enrichment activities such as visits from the Life Education Centre, and our work as a Health Promoting School.

We will refer to national guidance when planning our Drug Education activities. For example, 'Drugs: Guidance for Schools' DfES Feb 2004, QCA guidance and materials from National Healthy Schools.

We will refer to 'Supporting the Cambridgeshire Community Drug Policy' Document B3, when selecting new resources.

At Milton C of E Primary School we use the following schemes of work in planning and delivering the entitlement curriculum: Cambridgeshire PSHE Scheme, SEAL and Health for life.

#### Responsibilities and Accountabilities in Our School

This section describes the roles of members of staff in relation to drugs and Drug Education.

- We regard it as the shared responsibility of all adults working within the school to model responsible drug-related behaviour and to respond appropriately to a young person's request for guidance, information and advice. All staff will be aware of the procedures for dealing with a drug-related incident.
- Teaching and support staff will have the same responsibility for contribution to the delivery of the taught Drug Education curriculum as they have for other components of the curriculum.
- The PSHE Subject Leader is responsible for reviewing and evaluating Drug Education at Milton C of E Primary School. The PSHE Subject Leader is accountable to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the Entitlement Curriculum by the PSHE Subject Leader who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with the PSHE Service and plan INSET to meet staff needs.
- Governors have the responsibility to update their own knowledge and awareness so that they can contribute to monitoring and evaluation of policy and practice.

#### Responsibilities when Responding to Incidents

- Solvents and hazardous chemicals will be stored in accordance with our Health and Safety policy, which refers to COSHH Guidelines. The person responsible for overseeing this policy is the Head Teacher.
- If a substance is found at Milton Primary it will initially be reported to the PSHE Subject Leader, who will record the nature of the substance and the time and place it was found. This record will then be shared with the Head Teacher, who will deal with it appropriately, seeking advice if necessary. We will refer to 'Supporting the Cambridgeshire Community Drug Policy' Document B6.

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- In a situation where a child is involved in unauthorised drug use on school premises, the Head Teacher will normally inform the child's parents.
- If the Head Teacher believes an offence has been committed by staff or pupils, he or she will consider informing the police. He/she will refer to 'Supporting the Cambridgeshire Community Drug Policy' Document B8. We may contact our Police Community Support Officer, on 01233 200462 or 07736 085530 for support and further information.
- Should the press contact the school regarding a drug-related incident or situation, a press release will be issued in collaboration with the County Press Office. The Chair of Governors or the Headteacher will be the main contact for the press. We will refer to 'Responding to Critical Incidents' Cambridgeshire CC Jan 2007.

### Schools' Boundaries

We accept that on our premises we act 'in loco parentis'. We will make clear to all the rules which apply to individual visits or group trips, including other areas where direct responsibility lies with the parent/carer (primarily, school/home transport and the close environment of the school). In these situations we will work in partnership with parents/carers and, where appropriate, the wider community. Clear guidance will be given to staff regarding their supervision responsibilities and their own drug use (e.g. of alcohol, tobacco and medicine). We will refer to 'Supporting the Cambridgeshire Drug Policy' Documents A9 and B9 when planning educational visits or considering home/school transport.

### Confidentiality

The essential nature of confidentiality guidance is not altered by the fact that a case involves drugs. Where there is a genuine risk to the safety of the young person or other people, information must be passed on to individuals and/or organisations which are responsible for protecting the young person. It is likely that such responses will fall within the remit of other policies such as Child Protection, Behaviour and Health and Safety.

Staff may have to pass on information to fulfil their professional and moral duties in relation to:

- child protection

- co-operating with a police investigation
- referral to external services, such as drug agencies.

Any information disclosed to a staff member or other responsible adult, which is deemed to be of a serious nature, will be communicated to the designated person as soon as possible and always within 24 hours.

The designated person may choose to respect a young person's wish for confidentiality only in cases where:

- there is no cause to believe that confidentiality will endanger or put the young person or others at risk
- disclosure itself may place the young person at risk.

It is our policy to inform parents and carers as soon as possible, when a young person has been involved in a drug-related incident or situation, except in situations where such information could prejudice the safety of the young person. The person responsible for Child Protection will be asked for guidance in this instance.

Young people will be told clearly what information is to be passed on and to whom and their agreement will be sought. We will support the young person in dealing with possible consequences.

### Use of Visitors and Outside Expertise

We will also make use of the expertise of visitors and experts from outside agencies, but this will be seen as an enrichment of our provision and not a substitute for the effectiveness of education based upon the relationship between teacher and pupils. Such visitors will be made aware in advance of our policy and will be expected to work within it. They should work in collaboration with appropriate staff to ensure continuity.

We will use 'B22 Working with Visitors –Planning Checklist' when planning and reviewing such enrichment activities in Drug Education.

### Family Drug Use 9 (new section)

Many pupils will have parents, carers or family members who use drugs, including medicine, alcohol and tobacco. Some will experience illegal drug misuse by family members. We will take care to ensure that our Drug Education programme takes into account possible misuse of drugs by family members. We will work to ensure that the content of our programme does not stigmatise young people or heighten their anxieties about their family members' welfare. It will be a high priority to determine and address the additional needs of young people who experience drug misuse in the home. Any work with children of drug misusing families will be within the context

of our Child Protection procedures. We will refer to 'Supporting the Cambridgeshire Community Drug Policy' Documents A7 and A8, when considering issues of child protection and family drug use.

### Monitoring and Evaluation

We are committed to the development of Drug Education in our school. When carrying out a review we will refer to 'Drugs: Guidance for Schools' Appendix 7. We will use the following indicators to monitor and evaluate our progress:

- a co-ordinated and consistent approach to curriculum delivery has been adopted
- clear and consistent procedures for dealing with drug-related situations and incidents are in place
- a flexible approach to delivering the 'Entitlement Curriculum' that responds to young people's needs (identified through consultation, research or observation) is in place
- there are clearly identified learning outcomes for all Drug Education activities
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is regularly revised and involves staff, governors and where appropriate young people
- opportunities for parents, carers and members of our community to consider the purpose and nature of our Drug Education, for example, through drug awareness parents evenings
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community.

### Section 3 – Drug-related Situations and Incidents

#### Recognising Drug-related Situations

A drug-related situation is one involving the use of any authorised drug by a young person or adult within a specific setting. A situation might be ongoing, but will have been discussed and planned for.

Drug-related situations might include:

- the storage or use of alcohol on the premises by staff or parents
- the sale or award of alcohol (See ‘Supporting the Cambridgeshire Community Drug Policy’ B11)
- the storage or use of medicines on the premises by staff, parents or young people (See ‘Supporting the Cambridgeshire Community Drug Policy’ B13)
- the use of alcohol by staff or young people, away from the premises, while taking part in events or residential trips (See ‘Supporting the Cambridgeshire Community Drug Policy’ A9)
- the storage or use of other authorised drugs.

#### Recognising Drug-related Incidents

A drug-related incident is one where there is evidence or suspicion of specific events involving unauthorised drug use or supply. We will need to react to this event, in order to prevent or reduce harm.

Drug-related incidents include:

- Disclosure by a young person of their own unauthorised drug use or alleged use by another person
- Unauthorised drugs being possessed on the premises
- Unauthorised drugs being used on the premises
- Supply or intended supply of unauthorised drugs on the premises
- Concerns about unauthorised drug use by an adult working with young people expressed by someone from the community
- Concerns about unauthorised drug use by young people expressed by someone from the community

- Young people adversely affected by the drug use or misuse of others
- Physical evidence of unauthorised drug use being found on or around the premises
- Misuse of an authorised drug by any members of the organisation
- The intimidation of a young person by peers or others in relation to drug use.

#### Responding to Drug-related Situations and Incidents

Responses to situations or incidents involving any drug should seek to balance the interests and safety of the individual and others for whom it has an impact.

We will refer to ‘Supporting the Cambridgeshire Community Drug Policy’, in particular Document B6 and B7, when considering our response to a drug-related incident. We will record each drug-related incident using Document B5 from ‘Supporting the Cambridgeshire Community Drug Policy’. If we are considering the involvement of the Police in an incident, we will refer to Document B8.

Where there is an incident that involves a young person in possession of, using or supplying an unauthorised drug the young person’s behaviour will be sanctioned and the young person supported. We will work with the young person/people involved in the incident to assess need and refer them to support agencies where appropriate. We will use ‘Supporting the Cambridgeshire Community Drug Policy Documents A12, A13 and A14, when assessing need and referring to other agencies.

Once harm is reduced and safety assessed, a range of responses will be considered, based on individual circumstances. The purpose of these responses will be to reduce the likelihood of repeated behaviour before the point of permanent exclusion. These may include:

- early involvement of parents/carers
- informing the police if it is believed an offence has been committed
- informal discussions with groups or individuals
- developing realistic and achievable behaviour contracts with young people
- redefining and reviewing of roles and responsibilities

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- participation in a short-term intensive in-house or community based inter-agency programme
- referral to advice or counselling services
- referral to appropriate treatment or support agencies
- specialist consultation groups
- fixed-term or permanent exclusion

Following a drug-related incident or situation, procedures and provision will be reviewed and evaluated.

### Severity of Incidents

Each incident should be treated individually and responses will vary depending on the severity of the incident. An indication of escalating severity is given below:

- Allegation or suspicion of possession or use off the premises
- Possession or use off the premises
- Possession on the premises
- Under the influence on the premises
- Use on the premises
- Intent to supply on the premises
- Supply on the premises
- Persistent supply on the premises

We will endeavour to make a fair judgement about the motivation and intent of a young person involved in a drug-related incident or situation. For example, we would make a distinction between the behaviour of a young person acting as a result of personal anxiety, stress, or the application of peer pressure and a young person who acts in order to provoke or challenge authority. Similarly, we would make a distinction between possession of drugs for personal use, involving or coercing others and profiting from the supply of drugs.

### Exclusions and Searches

When considering exclusions or searches, we will refer to 'Supporting the Cambridgeshire Community Drug Policy' Document B10 and 'Drugs; Guidance for the Schools' Appendix 10.

Exclusion will be considered where the young person represents a significant risk to the health and safety of others, is disrupting others' learning or has come to the end of a long line of sanctions and the situation has not been resolved. In the case of permanent exclusion, we will undertake to:

- suggest access, with the co-operation and agreement of the individual, to appropriate counselling and support services
- provide information about the process which enables the individual to continue his/her education with minimum disruption.

### References

**Drugs: Guidance for Schools** Feb 2004 DfES

Available to download from:

[www.dfes.gov.uk/drugsguidance](http://www.dfes.gov.uk/drugsguidance)

**Supporting the Cambridgeshire Community Drug Policy**



PSHE Service 01480 375171

Available to download from [www.pshe.ccceducation.net](http://www.pshe.ccceducation.net)

## The Entitlement Curriculum for Drug Education

Age	Knowledge	Skills	Attitudes
<b>Age 3-5</b>	<p>Learning what goes into and into a young child's body - including pills, medicines and injections.</p> <hr/> <p>Learning basic safety rules for medicines.</p> <hr/> <p>Learning why some people need medicines.</p> <hr/> <p>Learning how to keep healthy.</p>	<p>Identifying a range of substances that might harm a young child - at home or elsewhere.</p> <hr/> <p>Identifying feelings, expressing them and beginning to understand the effects they have.</p> <hr/> <p>Asking for help, identifying who to ask and telling in different contexts.</p> <hr/> <p>Identifying when and how to say "No" and "Stop".</p>	<p>Developing understanding of when adults take responsibility for young children.</p> <hr/> <p>Building an appropriate sense of self-responsibility.</p> <hr/> <p>Beginning to value the body, physical achievements and capabilities.</p>
<b>Age 5-7</b>	<p>Learning that all medicines are drugs, but not all drugs are medicines.</p> <hr/> <p>Learning that all drugs and many household substances can be harmful if they are not used properly.</p> <hr/> <p>Learning about the role of medicines in promoting, improving and sustaining health.</p> <hr/> <p>Learning basic safety rules for medicines, including rules for storage at home and at school and being able to follow these rules.</p> <hr/> <p>Learning basic information about how the body works, ways of looking after the body and what happens when things enter the body.</p> <hr/> <p>Considering alcohol and tobacco and their general effects on the body and on behaviour.</p>	<p>Identifying physical and emotional needs which contribute to a happy healthy life.</p> <hr/> <p>Identifying situations where risky substances are available, being able to ask for advice and check or say "No, I won't."</p> <hr/> <p>Communicating feelings, how to deal with them and developing a range of people to share them with.</p>	<p>Developing attitudes towards the use of alcohol and cigarettes.</p> <hr/> <p>Developing attitudes towards medicines, health professionals and hospitals.</p> <hr/> <p>Beginning to value individuality and to recognise and celebrate emotions, gifts and talents.</p> <hr/> <p>Valuing one's body and recognising its capabilities and uniqueness.</p> <hr/> <p>Recognising that there are ways to feel good and ways to feel better without taking medicines.</p>
<b>Age 7-9</b>	<p>Learning about the dangers of handling discarded syringes and needles.</p> <hr/> <p>Learning about different types of medicines (both prescribed and over-the-counter) and legal drugs including alcohol and tobacco, their form, effects and associated risks.</p> <hr/> <p>Learning more about the body, how it works and how to take care of it.</p>	<p>Understanding and practising how to act if dangerous items or unknown substances are found or offered.</p> <hr/> <p>Identifying different risks, thinking ahead and having strategies to stay safe.</p> <hr/> <p>Communicating emotions, both positive and negative, with a growing vocabulary and identifying a greater range of supportive people.</p> <hr/> <p>Recognising an emergency and taking suitable action.</p>	<p>Beginning to recognise influences from friends, the media and other sources and how to deal with these.</p> <hr/> <p>Developing attitudes and beliefs about legal recreational drugs and people who might use or misuse them and why.</p> <hr/> <p>Developing attitudes towards media and advertising of alcohol, tobacco and other legal drugs.</p> <hr/> <p>Having a sense of responsibility for personal safety and behaviour.</p>
<b>Age 9-11</b>	<p>Beginning to learn about the law relating to the use and misuse of legal and illegal drugs.</p> <hr/> <p>Learning more about different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form their effects and associated risks and consequences for society.</p>	<p>Recognising a range of different risky situations, exploring personal reactions to risk and being assertive in decision making around these risky situations.</p> <hr/> <p>Effectively communicating a greater range of positive and negative emotions with a widening network of supportive people. Beginning to be supportive to others who need help.</p>	<p>Beginning to value personality and character over appearance or possessions.</p> <hr/> <p>Developing attitudes and beliefs about illegal recreational drugs and people who might use or misuse them and why.</p>

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Age	Knowledge	Skills	Attitudes
<b>Age 9-11 cont.</b>	<p>Learning about solvents, their form effects and associated risks.</p> <hr/> <p>Learning that all drugs and solvents affect the brain and the importance of the brain in controlling the body and personality</p> <hr/> <p>Learning that all drugs, including medicines and some substances can be misused and reinforcing rules for safe use and storage of drugs and substances.</p>	<p>Beginning to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.</p> <hr/> <p>Recognising influences and persuasion, their different sources and effects. Acting and negotiating to deal with these to maintain personal safety.</p> <hr/> <p>Beginning to be supportive to others who need help.</p>	<p>Developing attitudes towards growing up, self image, changing emotions and new responsibilities and freedoms.</p> <hr/> <p>Developing attitudes towards role models.</p>
<b>Age 11-14</b>	<p>Learning further information about legal drugs (including prescribed and over-the-counter drugs) and illegal drugs, their effects and associated health risks.</p> <hr/> <p>Learning about different categories of drugs - including stimulants, depressants, analgesics and hallucinogens</p> <hr/> <p>Understand scientific terminology including the words use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal and adulteration.</p> <hr/> <p>Learning about misuse of drugs in sport.</p> <hr/> <p>Learning about school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug related incidents.</p> <hr/> <p>Learning about the effects and risks of taking increasing amounts of alcohol</p>	<p>Having the capacity to access advice and support, with in personal networks, in the locality, national helplines and organisations.</p> <hr/> <p>Being able to distinguish between fact and opinion in relation to drugs and being able to check information and advice.</p> <hr/> <p>Demonstrating the capacity to be assertive and make decisions to reduce risk in situations relating to drug use.</p> <hr/> <p>Being able to recognise and deal with the pressure with in friendships caused by some behaviours and decisions.</p> <hr/> <p>Giving and securing help for those who need it, whether basic first aid or advice and support.</p> <hr/> <p>Being able to recognise and act on factors which will complicate effects of drug taking including mood, mixing substances, using medication concurrently</p>	<p>Expressing and developing attitudes and beliefs about legal and illegal drugs and drug users, amongst different groups in society.</p> <hr/> <p>Recognising one's self as a role model and acceptance of responsibility for one's own actions.</p> <hr/> <p>Acknowledging that many adults are concerned about drug use and misuse and exploring the consequences for young people.</p> <hr/> <p>Developing personal attitudes towards cultural and peer group views on the use of legal recreational drugs.</p>
<b>Age 14-18</b>	<p>Learning further information about drugs, their legal status, effects (including perceived benefits of illegal drug use) and appearance .</p> <hr/> <p>Learning about the patterns of drug use locally and nationally and the impact on the community and the wider society.</p> <hr/> <p>Learning about drug policy in this country, including education, prevention, policing, penalties, treatment and rehabilitation.</p> <hr/> <p>Learning about the services provided by local and national advice and support agencies.</p> <hr/> <p>Learning about and understanding school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug related situations.</p> <hr/> <p></p>	<p>Developing the ability to manage conflict, one's own aggressive behaviour and that of others.</p> <hr/> <p>Demonstrating awareness of and the ability to use a range of decision making and assertiveness skills related to drug use.</p> <hr/> <p>Giving and securing help for those who need it, whether basic first aid or advice and support in a wide range of situations.</p> <hr/> <p>Showing an awareness of a wide variety of risky situations and be able to suggest courses of action which will reduce risk.</p> <hr/> <p>Communicating advice to other young people and ensuring accuracy of information.</p> <hr/> <p> Cambridgeshire County Council Education Libraries &amp; Heritage</p>	<p>Expressing and developing attitudes towards drugs, drug users and misusers and laws relating to drugs, including licensing and retailing laws.</p> <hr/> <p>Developing attitudes towards being a role model and exploring the impact this has on behaviour.</p> <hr/> <p>Exploring personal attitudes towards cultural, social and peer group views on the use of legal and illegal drugs.</p> <hr/> <p>Exploring personal attitudes towards pressure, stress and suggested coping strategies.</p> <hr/> <p>Exploring individual attitudes towards personal, financial, social, biological and psychological effects of drug use and misuse.</p> <hr/> <p>Exploring attitudes towards alternatives, long and short term consequences when making decisions about personal health.</p>

A drug is any substance which affects how a person thinks, feels or behaves.