

# E-ACT POLICY

## PARKWOOD ACADEMY

# DRUGS EDUCATION

<b>Date agreed by Governors</b>	
<b>Date of review</b>	
<b>Responsible officer</b>	<b>Principal / Business Director</b>

The past decade has seen an increase in drug use in society. The acquisition of knowledge, understanding and skills enables young people to consider the effects of drugs on themselves and others. We know that many young people will choose not to use or misuse drugs but we acknowledge that a number will experiment with or continue to use drugs in the future. We will continue to support their differing needs.

## **DRUG**

***the term refers to any mood altering substance: all legal drugs (including alcohol and tobacco), all illegal drugs, volatile substances and over-the-counter and prescription medicines. ('The right Approach' – Quality Standards in drug education, Standing Conference on Drug Abuse, 1999)***

### **Introduction**

- This Policy has been written in the context of the: -
- The Education Reform Act 1988.
- P.H.S.E. Non-Statutory Framework, The National Curriculum.
- P.H.S.E. and Citizenship Initial Guidance at Key stages 3 and 4.
- 'Drug Education in Academies' Ofsted 1997.
- 'Protecting Young People', DfEE 1998.
- 'The right approach – Quality Standards in Drug education', Standing Conference on Drug Abuse, 1999.
- 'The Right Response' – Managing and Making Policy for Drug Related Incidents in Academies', SCODA, 1999.
- National curriculum Science Orders 1999.
- Sex and Relationships Education guidance', DfEE 0116/2000.

At Parkwood Academy we aim to help our students by ensuring that they have entitlement to drug education with in the curriculum. We take a pro-active role and believe that drug education is an essential part of the P.H.S.E., programme.

Drug education has both teaching and pastoral dimensions that may involve supporting agencies. The benefits of consultative policy making are that all parties have a clear understanding of the aims, content and delivery of the programme.

Fundamental to our Academy's values and practices is the principle of sharing the responsibility for education with parents by keeping them informed and involved at all times. Consultation, communication and co-operation are essential elements in the implementation of this policy.

**This Policy should be read in conjunction with the following Academy policies: - Behaviour Management, Bullying, Equal opportunities, Sex Education, Management of Drug Related Incidents, Confidentiality, Science and RE.**

### **Rationale**

In considering our approach to drug education we have taken into account the general requirements in the '**Education Reform Act 1988**', that the curriculum should promote "*the spiritual, moral, cultural, mental and physical development of pupils at the Academy and of society*" and should prepare them for "*the opportunities, responsibilities and experiences of adult life*".

## **Aims**

- Drug Education is an integral part of the PHSE learning process which aims to teach students: -
- The basic facts and laws, including Academy rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs.
- To recognise and manage risk and make safer choices about healthy lifestyles.
- To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing where to get help.
- To increase understanding about the implications and possible consequences of use and misuse.
- To widen understanding about related health and social issues e.g. sex, crime, HIV and AIDS.
- To meet and work with people (for example people who can give them reliable information about health and safety issues, such as Academy nurses, community drug awareness workers, Police) find information and advice (for example about the risks of drug misuse)
- To have personal initiative and be able to take responsibility.
- To recognise influences, pressures and sources of help and respond to them appropriately.
- To think about the alternatives and long- and short-term consequences when making decision about personal health.
- To use assertiveness skill to resist unhelpful pressure about the risks of alcohol, tobacco and other drug use and about safer choices they can make to seek professional advice confidently and find information about health.
- To delay the onset of first use for those who do experiment.

## **Objectives**

Drug Education should increase students 'knowledge about alcohol, tobacco and other drugs and enable them to: -

- Improve their self-esteem.
- Make informed choices and decisions.
- Develop personal initiative and be able to take responsibility;
- Recognise personal skills and qualities in themselves and others.
- Maintain and develop relationships;
- Develop self confidence;
- Develop assertiveness in appropriate situations;
- Develop the motivation to succeed.

These aims and objectives are fulfilled through aspects of the students experiences in both the formal (PHSE Programme – Science Curriculum) and the informal curriculum (Pastoral).

## **Delivery**

The PHSE/Guidance and Citizenship Programme is delivered for Y7 within the Y7 'Competency Program' for Y8 it is within the constraints of the 'Fab Friday' program (5 designated lessons a year (25 hours). Y9 are the only year group who are timetabled to receive Guidance/PHSE/Citizenship, this is one 60 minute

lesson per week, taught by a designated teacher of PHSE. The KS4 program is delivered through a series of 'Stop the Clock' days (6 per year group a year).

Drugs Education is also taught in Science Lessons as well as in conjunction with the following outside agencies: -

- Drugscope – (formerly ISDD – Institute for the Study of Drug Dependence and SCODA – Standing Conference on Drug Abuse).
- Local Police Authority
- LEA
- Academy Nurse.
- Local drug Action Team (SHED)

**N.B.** See **Policy on Sex education** for details on 'Use of outside Agencies', 'Offering Advice', 'Explicit Questions' and 'Lesbian and Gay Issues'.

**As per government guidelines, all Outside Agencies & Personnel will be vetted by the Police before they are allowed to work with children.**

### **Entitlement**

#### **Special Education Needs**

All students will take full part in the Drugs Education Programme, subject to differentiation according to their individual needs and in accordance with the Academy SEN Policy.

#### **Equal Opportunities**

Drug Education has relevance for all students regardless of age, gender, ethnicity or ability. The Academy's Drugs Education Programme will be subject to the guidance and recommendations set out in the appropriate E-ACTand Academy policy documents.

**N.B.** See **Sex Education Policy** for details on 'Confidentiality', 'Informing and Involving Parents'.

### **Assessment, Recording and Reporting of Progress.**

Teachers will keep records in accordance with the Academy policy on record keeping, assessment and recording.

Students' progress will be monitored and reported to parents annually,

### **Monitoring and Evaluation**

Monitoring will take place regularly in line with the Academy's monitoring policy.

### **In-Service**

In-service training will take place in accordance with the Academy policy for staff development and the LEA training programme.

### **Review**

This policy will be reviewed every year to meet Academy needs and in response to national and local policies.