



Drug Education Policy

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1. Introduction

Farnborough Spencer Academy is an 11-16 years, mixed comprehensive school situated on Clifton Estate, south of Nottingham. Many of the pupils come from backgrounds of social and economic disadvantage. Few pupils within the school come from ethnic minority background, however this number is growing. The curriculum of the school has been created in response to the needs of the pupils who attend, including those with Special Educational Needs and Disabilities (SEND).

This outlines the Drug Education provision received by pupils at Farnborough Spencer Academy, this is an ongoing provision which is subject to change should the needs of the pupils etc change. This policy has been produced in consultation with key stakeholders, including senior leadership, the safeguarding officers and governors. Parents and carers have also been informed about the policy and the policy is available for parents and carers via the school website. The policy will be reviewed on a 2 yearly basis to ensure all content is relevant and up to date.

2. Aims

Drug Education at Farnborough Spencer Academy will ensure that young people are healthy, happy and safe. We aim to enable the pupils to make safe decisions and give them the information and tools they need to help them make safe and informed decisions throughout their lives.

Drug Education is also about the Personal, Social, Health, Economic and legal dimensions associated with drugs, as well as factual teaching about both legal and illegal drugs and the risks/consequences of doing so. Drug Education is not just about having the knowledge, it is also about having the skills to make the right decisions.

Through the curriculum and a supportive academy ethos, we aim to:

- provide accurate information about all legal drugs (including alcohol and tobacco); all illegal drugs; volatile substances and over-the-counter and prescription medicines.
- increase understanding about the implications and possible consequences of drug use and misuse
- raise awareness of safety issues with regard to drugs
- explore attitudes towards drug use and misuse
- develop the skills necessary to make informed decisions
- identify sources of personal support (signposting)

This policy encompasses all legal drugs (nicotine products, e-cigarettes, vaping devices and shisha, alcohol and tobacco); all illegal drugs; volatile substances and over-the-counter and prescription medicines. **In this policy the word 'DRUGS' refers to all the above.**

The policy, in line with all other rules and expectations of behaviour, applies not only within the academy boundaries but also on all academy visits, trips and residentials, including those made outside normal school hours. It will also be upheld on all academy buses and will be applied to the immediate vicinity of the academy, particularly outside the academy gate.

3. Subject content and delivery

“Education is one of the most effective ways of preventing drug and alcohol misuse. The drug strategy outlines the need for young people to have access to universal drug and alcohol education”

It should:

- provide accurate information on drugs and alcohol via drug education
- be part of a well-planned programme of PSHE education
- **taught by staff who have access to high quality training and support.”** Drug Advice for Schools DfE 2012

The academy acknowledges that age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Drug Education will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school, for example in Form Time Learning (FTL). The curriculum on Drug Education will complement and be supported by, the Trust and Academies wider policies on Equality and Diversity, safeguarding, SEND provision, Personal, Social, Health and Economic (PSHE) and Relationship and Sex Education (RSE).

Effective drug education requires pupils to develop their understanding of drugs issues and appropriate skills and attitudes to assist them in making informed decisions. Teaching methods adopted in the classroom offer a rich variety of opportunities for active learning and include debating issues, group discussions and script writing.

Any Drug Education lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with **individually at another time. Should pupils have a question they don't feel able to ask in the lesson, the academy will have a 'PSHE question box' for pupils to submit their question to the PSHE lead who will then address the matter.**

The curriculum has been planned and designed using a variety of different sources, such as the Department for Education: Personal, Social, health and economic (PSHE) education, the Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health education, the PSHE Association: Programme of study for PSHE Education and ECPublishing Resources.

The Drug Education curriculum is devised from the PSHE Association's Programme of Study and from this, full Schemes of Work are created by the PSHE Coordinator and sent out to teaching staff. These act as guidance as to what should be taught but teachers should use their discretion as certain issues may arise which may need to be addressed in Drug Education lessons.

By the end of each key stage, we aim to cover the following (please note this is subject to change should the need arise). Along side having the information in the table below, Drug Education will feed through many other topics over the course of both key stages.

By the end of key stage 3		
Year 7	Substance awareness <ul style="list-style-type: none"> • Dangers of cigarettes • Is vaping better or worse? • What are drugs? • Managing risks associated with drug use. 	This content will be delivered by the Humanities department, who will receive up to date training to ensure all material and resources used as the most accurate and to help the member of staff be confident delivering each unit.
Year 8	Staying safe <ul style="list-style-type: none"> • Risks of energy drinks 	
Year 9	Substance awareness <ul style="list-style-type: none"> • Dangers of alcohol – including on others • Short and long term effects of alcohol • Crime and substance abuse • Illegal and legal drugs 	
By the end of key stage 4		
Year 10	Drug awareness <ul style="list-style-type: none"> • Risks of binge drinking • Substance abuse • Impacts of substance abuse • How to move forward – help and support 	This content will either be delivered by a team of staff on a 'drop down' day, or by the tutors during Form Time Learning. In both of these instances those delivering the lessons will receive up to date training to ensure all material and resources used are the most accurate.

4. Evaluation and monitoring of content

The subject lead of PHSE will work closely with colleagues to ensure Drug Education is being taught in a safe and supportive manner, where the pupils are making healthy, happy and safe choices. As part of this process, pupils and staff will be consulted throughout the year on the content being covered and whether they feel it is best suited.

As with all learning the effectiveness of the curriculum will be monitored throughout and pupil progress will be evident in their PSHE books, for example pupils may be asked to produce a spider diagram on a topic at the start of the unit and then add to it at the end with information they now know. This will show the content is suited to those in the lesson. Along with this, staff will be asked to feedback at the end of each topic and the lead for PSHE will meet with the safeguarding lead in the academy to ensure there is no additional area which needs to be covered. Whilst the content has been outlined in the above table, the content and order of delivery is subject to change due to the needs of the pupils.

The Governors within the academy have a responsibility for overseeing, reviewing and organising the revision of the PSHE curriculum (including Drug Education) should they feel the need to do so arises.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's PSHE provision (including Drug Education), Citizenship, RSE and on support and staff development, training and delivery.

Assessment in PSHE and Drug Education focuses on pupils learning against the lesson outcome. Although pupils are not formally assessed in the subject, assessment is important in identifying **pupils' progress and ongoing needs**. Teachers assess pupils' knowledge and understanding, e.g. information on health and understanding of health and safety procedures through discussions and activities in lessons. Teachers can also assess pupils in how effectively they use the knowledge, understanding and skills they develop, e.g. through participating in discussions, group activities, resolving conflicts, making decisions and forming positive relationships. Teachers can also observe pupils progress of these skills as pupils apply them in other areas of the curriculum and extra-curricular activities.

5. The school environment

Farnborough Spencer Academy will not permit the use, possession or supply of drugs (other than prescribed or pre-arranged medicines) on any of the school premises.

Farnborough Spencer Academy supports the law which state that smoking or use of vaping devices is prohibited on any part of the school premises. No alcohol is permitted in school hours on the school premises except in agreed circumstances within the law and with the knowledge and consent of the Head teacher.

Anyone with concerns about drug related issues or any other personal or emotional concerns will be supported in the usual way which could involve:

- A referral to Change, Grow, Live
- Tutors
- Head of Years
- Trained counsellors
- Mentor staff
- School Nurse
- Key-worker
- New Leaf

Information on the various agencies that provide help and support on drug related issues can be found on display boards around the academy and will be covered as part of the KS3 curriculum. Parents can access this information through an appointment with the school nurse.

6. Roles and responsibilities

The school governors

- Ensure the Drug Education policy is fit for purpose
- Ensure parents and carers have had a consultation period before the implementation of the policy

The Principal

- Monitor the implementation of the policy
- Ensure all staff are informed of the policy and the responsibilities they have
- Ensure staff have time to receive up to date training
- Work with parents and carers to keep them informed of the curriculum and ensure all information is clear

PSHE lead

- Monitor the implementation of the policy and delivery of content with the principal
- Ensure Continued Professional Development (CPD) opportunities are provided for staff
- Creating a PSHE programme which reflects current government guidance and legislation
- Establish a shared view of best practice to which all pupils are entitled
- Identify opportunities for PSHE learning beyond the classroom
- **Monitor and evaluate the programme, including the use of outside agencies, and pupils' and staff responses to the programme**
- Monitor and evaluate the quality of the curriculum in place to all pupils
- Liaise with the Designated Safeguarding Leads (DSLs) and careers co-ordinator to ensure the curriculum is most relevant to our pupils

Staff

- Ensure the classroom is a safe place with established ground rules prior to delivering the content
- Ensure they are aware of the policy
- Ensure resources are appropriate for those pupils they are teaching
- Emphasise the importance of making informed choices
- Ensure all teaching is unbiased
- Where appropriate they direct pupils to seek advice from an appropriate agency or individual

Parents and Carers

- The academy recognises that parents are the first educators of their children as you have the most significant influence in enabling their child to grow and mature, our Drug Education programme is designed to complement the teaching which takes place within the family.

7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns and action these where possible.

Pupils with Special Educational Needs and Disabilities (SEND)

We will ensure that all young people receive PSHE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

As far as is appropriate, young people with SEND follow the same Drug Education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis.

8. Working with external agencies

Where appropriate, outside agencies and speakers may be involved in inputting and enhancing the Drug Education curriculum. This is agencies such as the police, drugs services, theatre in education groups and other community groups.

This involvement can be as part of the planning process as well as with the delivery of Drug Education. When visitors are used this is to compliment the programme, they will never be used to substitute or replace planned provision. When visitors and other outside agencies help and support in the delivery of Drug Education, there will always be a member of staff present during the lesson and the content will always be looked at prior to the lesson taking place.

The Academy will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should **be dealt with in line with the Trust's Safeguarding Policy**.

9. Safeguarding and confidentiality

Staff cannot offer unconditional confidentiality. Staff are not legally bound to inform parents or principal of any disclosure, however any necessary information will be passed to the schools designated safeguarding officer.

In any case where child protection procedures are followed, the member of staff will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Through the school nurse and other key members of staff (including the PSHE co-ordinator), pupils are signposted towards confidential sources of support for PSHE issues in their area.

The PSHE Association's guidance on 'Handling complex issues safely in the PSHE education classroom' is shared with all staff who deliver PSHE and provides practical guidance on the teaching of complex and sensitive issues.

10. Drug related incidents

Farnborough Spencer Academy will consider each incident individually, recognising that a variety of responses will be necessary to manage such incidents. We will consider very carefully the implications of any action taken and will seek to balance the interests of the persons involved with other school members and the local community. Any sanctions enforced will be consistent with

existing school rules relating to behaviour, discipline, equal opportunities and exclusions; and will reflect the seriousness of the incident. After immediate medical needs have been addressed the nature and circumstances of any incident will be established and assessment made of the needs of the pupils involved. We recognise that any pupil misusing drugs may be in need of our support for an extended period of time or in exceptional circumstances from an appropriate outside agency.

Farnborough Spencer Academy fully endorses the view that exclusion blights the life of thousands of children, often those most in need of education. Many pupils that are permanently excluded from school never get back into mainstream education, making it more likely that they will be excluded from society later in life, at a cost to both society and the individuals concerned. Farnborough Spencer Academy is therefore committed to maintaining the inclusion of all its pupils wherever possible. However, at the same time there is a requirement for Farnborough Spencer Academy to take a firm moral stance for the benefit of all pupils and the wider community. This is reflected **within the school's behaviour policy**.

11. Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Behaviour policy
- RSE policy
- Safeguarding policy
- PSHE policy
- Equality and Diversity Policy
- SEND policy
- Supporting children with medical conditions Policy