



**Drug Tobacco and Alcohol Education Policy
St Luke and St Philip's Primary School
A Church of England Academy**



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Vision Statement of St. Luke and St Philip's C.E. Primary Academy in relation to the Drugs Tobacco and Alcohol section of the PSHEC Curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

The policy is based on the guidance provided in the following documents:

Government's Drug Strategy 2010

DfE & ACPO Drug Advice for Schools (Jan 2012)

PSHE Association Documents (2020)

In this document, the term "drugs" refers to those substances controlled under the Misuse of Drugs Act 1971, solvents and other volatile substances, prescribed and over the counter preparations, alcohol and tobacco.

THE ROLE OF THE SCHOOL

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that school staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service;
- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the Drug Tobacco and Alcohol Education Curriculum to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

We recognise that our pupils need guidance and support to live safely and healthily in a drug using society in which the use of any drug, legal or illegal, has the potential for harm. Our aims for Drug Tobacco and Alcohol Education are:

- to ensure that all our pupils have the opportunity to experience high quality drug, tobacco and alcohol education that is appropriate to their age, maturity, cultural heritage, ability, experience and other relevant criteria
- to improve pupils' knowledge of drugs, tobacco and alcohol and their effect on the body
- to enable pupils to make informed and sensible decisions about drugs, tobacco and alcohol and drug use
- to enable pupils to develop a range of skills to deal appropriately with situations about or involving drugs, tobacco and alcohol and drug use

- to help pupils to develop their own attitudes to drugs, tobacco and alcohol and drug use within the current legislative framework
- to help pupils identify sources of information, advice or support and to learn how to access these resources if required.

CURRICULUM INTENT

We teach Drug Tobacco and Alcohol Education in the context of the school's Vision.

While Drug Tobacco and Alcohol Education in our school means that we give children information about drugs, tobacco and alcohol, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach Drug Tobacco and Alcohol Education in the belief that:

- Drug Tobacco and Alcohol Education is part of a wider PSHEC curriculum including the social, moral, spiritual and cultural education process, delivered in a supportive environment, where pupils feel confident to ask questions and seek help
- we are a health promoting community with premises which provide a safe environment
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of drug related activities
- we are prepared to talk to all members of our school community about any drug related issue, concern or problem and offer them appropriate advice within the limits of the law and DfE Guidance
- we ensure staff are trained to deliver Drug Tobacco and Alcohol Education, listen to the views and needs of pupils and look positively at any local and national information that supports the provision of good quality Drug Tobacco and Alcohol Education.

We teach Drug and Alcohol Education through different aspects of the curriculum. While we carry out the main Drug Tobacco and Alcohol Education teaching in our PSHEC curriculum, we may also teach some aspects through other subject areas e.g. Science, where we feel that it contributes to children's knowledge and understanding.

In lessons, in both key stages, we follow the guidance material recommended by the PSHE Association. We follow the PSHE 3D Curriculum which sets out age appropriate lessons. In PSHEC we teach children about drugs tobacco and alcohol and encourage them to discuss and explore moral issues. Teachers delivering these lessons will receive support and training, when necessary, to ensure that they are able to answer questions and deal with any arising issues with sensitivity and care.

THE FRAMEWORK FOR PSHEC IMPLEMENTED USING THE PSHE ASSOCIATION RESOURCES.

We have developed a bespoke PSHEC curriculum (which is available to view on the school website), which meets the current needs of children at St Luke and St Philip's. In developing this curriculum, we have utilised components of published PSHEC materials including PSHE Association resources, Medway Directorate resources and 3D Dimensions resources.

The programme supports pupils' spiritual, moral, cultural, mental and physical development, teaches British Values as defined by the Prevent Strategy 2011 (see pg. 8 of this policy) through building on the core theme areas as identified by the PSHE Association:

- Health and Wellbeing
- Relationships
- Living in the Wider World

HEALTH EDUCATION IN OUR SCHOOL

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

In Key Stage 1 we teach children about the use of drugs as medicines including rules for keeping safe and how medicines can be harmful if not taken properly. In Key Stage 2 we teach about the effects on the human body of tobacco, alcohol and other drugs and how these relate to personal health.

THE DRUGS TOBACCO AND ALCOHOL OBJECTIVES OF OUR HEALTH AND WELLBEING PROGRAMME

Pupils will be taught:

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

Key Stage 1

Health and wellbeing: Healthy lifestyles

H1. about what keeping healthy means; different ways to keep healthy

H6: that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H10. about the people who help us to stay physically healthy

Health and wellbeing: Keeping safe

H29: to recognise risk in simple everyday situations and what action to take to minimise harm

H31. that household products (including medicines) can be harmful if not used correctly

H33. about the people whose job it is to help keep us safe

Health and wellbeing: Drugs, alcohol and tobacco

H37: about things that people can put into their body or on their skin; how these can affect how people feel

Key Stage 2

Health and wellbeing: Healthy lifestyles (physical wellbeing)

H1: how to make informed decisions about health

H3: about choices that support a healthy lifestyle, and recognise what might influence these

H4: how to recognise that habits can have both positive and negative effects on a healthy lifestyle

Keeping safe:

H10: how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H40: about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)

Health and wellbeing: Drugs, alcohol and tobacco

H46: about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47: to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48: about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

H49: about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50: about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Relationships:

R28: how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

Living the Wider World: Shared responsibilities

L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- Assessment for Learning.
- High order questioning skills.
- Ground rules.
- Working together.
- Information gathering and sharing.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- Drama and role-play.

- Giving pupils a voice through School Council
- 'Ask it, basket', where children can ask sensitive questions

PLANNING

The PSHEC Curriculum (available on the school website) will provide a detailed account of the actual work covered. Staff will produce medium term plans as well as differentiated lesson plans with the level at which the task requires children to work. At the end of each term, the teacher will assess the children's work in accordance with the objectives and end of unit statements. The PSHEC lead will be responsible for collating a moderation file which will contain evidence of work done at age appropriate levels.

IMPACT - ASSESSMENT

Prior/ Post knowledge

Mark written work

Assessment for Learning, such as peer and self assessment

Observation of role-play or group work

Evaluating end of unit statements using Age Related/ Below Age Related/ Above Age Related

Individual achievements of pupils will be summarised in the annual reports

Pupil interviews by Subject Lead

RECORDING

Children's work will be recorded in a variety of ways. Floor Books will be used and will include photos of role-play, group work, graffiti walls and displays with children's reflection on what they have learnt. Electronic devices such as Ipads will be used to record role-play or speaking and listening activities. Personal Journals will be used to record children's individual responses. Personal Journals will be kept from Year 1/ Reception through to Year 6. As Personal Journals will include children's feelings and personal thoughts they will not be displayed during Parent Evenings.

CONFIDENTIALITY

Teachers conduct Drug Tobacco and Alcohol Education lessons in a sensitive manner and in confidence. However if a child makes a reference to being involved or likely to be involved in a drug related situation that puts them at risk, the teacher will take the matter seriously and deal with it in the appropriate manner.

In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has any further concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter following Child Protection procedures and, if necessary, in consultation with healthcare professionals (see also Child Protection Policy).

ROLE OF THE SUBJECT LEAD

The Drug Tobacco and Alcohol Education curriculum will be led by the PSHE lead who will be responsible for

- the planning and implementation of drug education throughout the school
- supporting class teachers in the delivery of drug education

- managing drug education teaching resources, including purchasing and keeping up to date with new resources
- ensuring that drug education is relevant to the changing needs of our children and relevant local issues
- advising SLT of training and development opportunities locally and nationally
- Monitoring and evaluating classroom practice

THE ROLE OF THE HEADTEACHER

It is the role of the Head Teacher to ensure that both staff and parents are informed about our Drug and Alcohol Policy and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given access to sufficient training so that they can teach effectively and handle any difficult situation with sensitivity. The Head Teacher and/or PSHEC Lead liaises with external agencies regarding the school Drug Tobacco and Alcohol Education programme and ensures that all adults who work with children on these issues are aware of the school policy and they work within this framework. The Head Teacher will lead a partnership approach with school nurses and other outside agencies.

The Headteacher monitors this policy on a regular basis and reports to governors when requested on the effectiveness of the policy.

INVOLVING PARENTS

The school is well aware that the primary role in children's education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we

- ensure a letter will be sent to parents informing them of when Drugs Tobacco and Alcohol Education will be taking place in Year 6.
- provide an opportunity to discuss the content of lessons if required
- make the policy available to parents and take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Drug Tobacco and Alcohol Education in the school.

We believe that through this mutual exchange of knowledge and information children will benefit from being given consistent messages about drugs and alcohol, attitudes to risk and the importance of making informed choices.

THE ROLE OF OTHER MEMBERS OF THE COMMUNITY

We encourage other relevant health professionals to work with us to provide advice and support for children and families where appropriate.

All our visitors are required to follow this policy and follow the guidelines in our staff handbook on pre and post meetings and storage of medication.

THE ROLE OF GOVERNORS

The designated governor is involved in the development of this policy and the drug education programme, contributing to any case conferences called or appeals against exclusions. This governor reports findings, recommendations and feedback from parents to the full governing body as necessary.

MONITORING AND REVIEW

The Curriculum Committee of the governing body monitors our Drug Tobacco and Alcohol Policy on a regular basis. This committee reports its findings and recommendations to the full Governing Body as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the Drug Tobacco and Alcohol programme and makes a record of such comments. Governors require the Headteacher to keep a written record giving details of the content and delivery of the Drug and Alcohol Education programme that we teach in our school.

RESPONSIBILITIES

- All relevant staff will ensure that the Drug Tobacco and Alcohol curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to Drug Tobacco and Alcohol are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in Drug Tobacco and Alcohol regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and Drug Tobacco and Alcohol materials free from bias will be positively sought. To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

PREVENTION IN PRACTICE

This outlines procedures for drug, tobacco and alcohol incident management which aims:

- to have a clear and consistent set of procedures in order to be prepared for any drug, tobacco and alcohol related incident
- to ensure that any drug, tobacco and alcohol related incident is dealt with efficiently and sensitively
- to define clear roles and responsibilities with regard to managing a drug, tobacco and alcohol related incident
- to ensure that outside agencies are involved where necessary
- to minimise the potential for negative publicity for the school or any member of its community.

This policy's aims will be achieved by:

- ensuring that DfE and other guidance on managing medicines is implemented and supported by an appropriate signed documentation by the trained members of staff
- ensuring staff do not consume alcohol during working hours and when having direct supervision of children

- ensuring that there is guidance for the site supervisor and other staff about the disposal of drug related paraphernalia
- we would keep parents/carers informed of any concerns/advice/support where necessary, and would direct parents/carers to specific support through the Pupil Wellbeing Lead
- any staff who make use of tobacco will do so outside of school premises
- ensuring that there is a support system in place for any member of the school community experiencing a drug related problem by referring to outside agencies as appropriate
- distinguishing pupils/ individuals who require general information and education and those who could benefit from targeted intervention
- ensuring that the development of self- esteem remains central to the ethos of the school.

DISCOVERED AND DISCLOSED INCIDENTS

Discovered incidents are those where there is evidence or suspicion that an individual or group are in possession of unauthorised drugs during school time, using drugs during school time, intoxicated during school time and/or within the vicinity of the school, supplying drugs during school time, cultivating unauthorized drugs on the school premises, or have an involvement in any of these outside of school time.

Disclosed Incidents are those where an individual or group discloses a concern, problem or issue associated with drugs. Any such disclosure may be about themselves or others.

MANAGING DRUG RELATED INCIDENTS/ SITUATIONS

For the purposes of this policy, a “drug related incident” will mean evidence or suspicion of a specific incident which involves one or more drugs (including off site activities, sporting events or any other event at which the school is being represented during school hours). Staff are to initially assess the situation and adhere to safeguarding procedures. We will balance the needs of the individuals concerned with the wider school community. Exclusion should not be an automatic response to a drug incident as each case will be treated individually with referral to appropriate agencies as required and consideration given to multi agency involvement/CAF.

It is legal, under Section 5 of the Misuse of Drugs Act 1971 to take temporary possession and of suspected **controlled drugs**. To comply with this we will:

- ensure a second adult witness is present throughout
- notify the police for advice and disposal
- seal the sample in a plastic bag and record full details including date and time of the incident
- *store in a safe lockable container*
- inform parents/carers, unless this is not in the best interests of the pupil

Legal drugs- In taking temporary possession of tobacco, alcohol, psychoactive substances the above apply (9.2) however the police will not normally be informed although the school may inform trading standards and/or police about the inappropriate sale or supply if known. Substances must be disposed of in a considered and safe way by two members of staff.

Any parent/carer deemed under the influence of any drugs on the school premises will be asked to leave the premises and will not be permitted to collect their child(ren). The relevant professionals will be informed in accordance with the Safeguarding policy.

KEY RESPONSIBILITIES

Drug related incidents will be managed and co-ordinated by the Head Teacher or in his/her absence, the Deputy who will then initiate and/or co-ordinate action and where necessary involve outside agencies.

The response to any drug related incident or situation will be determined by and be justifiable in terms of:

- the appropriateness of the response to the needs of the pupil;
- the appropriateness of the response to the needs of all persons involved, the school and the wider community;
- consistency with existing school rules, codes and expectations.

As such there is no specific sanction or prescription of support for individual incidents, the response is determined by the head teacher after a prompt and thorough assessment and consideration of needs.

HEAD TEACHER RESPONSE

With the exception of medical emergency, all subsequent actions will be decided by the head teacher. These may include:

- notification of parents/carers
- notification of police
- notification of involved members of staff or key governors
- completion of incident records
- making referrals to involve outside agency support
- recommendations regarding sanctions and/or support
- aftercare arrangements
- management of media contact

OTHER RELATED POLICIES

All subject policies should indicate their contribution to PSHEC in school.

- PSHEC
- Science
- Anti- Bullying
- Religious Education
- Child Protection.
- Equal Opportunities.
- Confidentiality

- Inclusion
- Behaviour Policy
- Health and Safety
- Curriculum
- SEN
- English as an Additional Language (EAL)

Policy reviewed:

July 2020

Agreed by Governors:

Next review date:

Does person(s) involved need to be isolated for safety/further investigation?

Head t
co-or
involved

Response

nd
n

Is there a medical emergency? If YES implement emergency procedures immediately.

Inform the head teacher as soon as possible

Is the need for response urgent? If YES the head teacher must be freed to respond and/or initiate procedures.