

Valence Primary School Drug, Alcohol and Tobacco Education Policy



Feb 2019

This policy has been developed as part of a whole school ethos to help all stakeholders develop healthy children with high self-esteem who are able to take responsibility for their own learning and actions.

It links with

- All Valence Curriculum policies, RSE policy, behaviour, safe-guarding, anti-bullying, Equal opportunities, Inclusion and No Smoking Policy.

Purpose:

The purpose of the school Drug, Alcohol and Tobacco Education Policy is to:

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health & safety of pupils and others who use the school
- Clarify the school's approach to Drug, Alcohol and Tobacco Education (DATE) for all stakeholders
- Give guidance on developing, implementing and monitoring the DATE programme
- Enable staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to DATE and values and ethos of the school
- Provide a basis for evaluating the effectiveness of the school DATE programme and management of incidents involving illegal and other authorised drugs
- Reinforce the role of the school in contributing to local and national strategies

Drugs

A drug is 'a substance people take to change the way they feel, think or behave'¹. This term encompasses all prescribed and over-the-counter medicines, all legal drugs such as alcohol, tobacco, caffeine, volatile (sniff able) substances, and all illegal drugs covered by the Misuse of Drugs Act (1971)'.²

Drug, Alcohol and Tobacco Education (DATE)

DATE is the provision of 'planned and structured learning opportunities to develop pupils' knowledge, skills, attitudes and understanding about all drugs; as well as awareness of the benefits of a healthy lifestyle in relation to their own or other's actions.'²

Statement on Drugs:

Drug use describes any drug taking. Any drug use can potentially lead to harm, including through intoxication, breach of the law or school rules, or future health problems.

¹ United Nations Office on Drugs and Crime

² Mentor-Adepis 2014 / Drug Guidance, DfES 2004

Drug misuse is drug taking which leads to social, psychological, physical or legal problems through intoxication, regular excessive consumption and/or dependence.

This school does not permit the possession, use or supply of any illegal or legal drug (unless authorized legal drug), which takes place within the school boundaries. This covers; on or near the school premises, within the school day and during term time, on school visits, school journeys and at school social events.

These rules apply equally to all stakeholders working in and visiting the school.

Responsible staff member:

The Head Teacher, SLT, PSHE and Science Leads are responsible for DATE and dealing with drug related issues and their key roles and responsibilities.

Aims of Drug, Alcohol and Tobacco Education (DATE)

The aim of drug education is to provide opportunities for students to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

DATE should:

Increase students' knowledge and understanding about:

- the risks associated with drugs, alcohol and tobacco (short and long term)
- the laws and rules relating to drugs, alcohol and tobacco
- the impact of drugs, alcohol and tobacco on individuals, relationships, families and communities
- the prevalence of drugs, alcohol and tobacco use
- the complex moral, social, emotional and political issues surrounding drugs, alcohol and tobacco

Develop students' personal and social skills to make informed decisions and keep themselves safe and healthy, including:

- assessing, avoiding and managing risk
- communicating effectively
- resisting pressures
- finding information, help and advice
- devising problem-solving coping strategies
- developing self-awareness and self-esteem

Enable students to explore their own and other people's attitudes towards drugs, alcohol and tobacco, including

- challenging stereotypes
- exploring media and social influences.

Quality drugs, alcohol and tobacco education is delivered through a well-planned cross-curricular programme, which is accessible to all students in each year group. Regular timetabled PSHE and science lessons can be enhanced with assemblies and drama productions.

Key Stage 1

Children learn about rules, risks and ways of keeping safe. They learn about the role of drugs as medicines and that all household products, including medicines, can be harmful if not used properly.

Key Stage 2

Children learn about the effects on the human body of alcohol, tobacco, caffeine and other drugs and how these relate to their personal health. They also learn about which commonly available substances and drugs are legal and illegal, their effects and risks. They also learn about the benefits of a healthy lifestyle and develop an understanding that pressure to behave in an unacceptable way can come from a variety of sources and basic techniques to resist this pressure.

How it is taught (including involving outside contributors)

Drugs, alcohol and tobacco education will be delivered as a carefully planned spiral curriculum leading to the systematic development of students' knowledge, skills and understanding which are appropriate to their age and level of attainment.

The programme of drugs, alcohol and tobacco education will draw upon students' experiences in earlier years. Teachers will use a range of strategies, for example, draw and write activities, circle time, questionnaires to establish appropriate starting points.

Students with special educational needs will be included in the programme by re-emphasising or expanding particular aspects of the programme and being given opportunities to revisit knowledge and skills in different contexts. Teaching strategies will adapt according to the needs of students, for example, modelling, role-play, greater emphasis on discussion and alternative mechanisms for recording students' thoughts that do not rely on writing.

Methodology and resources

- Drugs, alcohol and tobacco education is delivered within a safe, secure and supportive learning environment.
- Ground rules are set out, and teachers and students right to privacy is respected. Boundaries of discussions are made clear.
- Group agreements are made to help to foster mutual respect and an environment in which students feel comfortable and ready to listen to and discuss each other's opinions.
- Distancing techniques can be adopted through role play/anonymous question boxes/ 'problem -page' letters etc.
- Staff are advised to sometimes answer difficult questions on an individual basis
- Staff training and in-class coaching will be delivered using CWP and Healthy Schools Resources.
- The PSHE Association website is a useful source of information about best practice.
- *Local external contributors might include CRI Subwise, Police, Safer Schools Officer, British Red Cross, School Nursing Team, Smoking Cessation Team, Alcohol Awareness Officer.*
- Details of all the above organisations can be found in Appendix B of this guidance.

Assessment, monitoring, evaluating and reviewing

Assessment of the drugs, alcohol and tobacco education programme will identify what knowledge and understanding students have gained, the skills they have developed and how their feelings and attitudes have been influenced during the programme. Strategies for assessment could include:

- **Student self-assessment** where students reflect on what they have learnt through the use of check lists, diaries, displays and portfolios
- **Peer-group assessment** during which students reflect on what they have learnt by providing feedback to each other using discussion, mind maps and video/audio tapes

- **Teacher assessment** during which teachers observe, listen, review written work and students' contribution to drama, role play and discussions and through end of unit tasks/tests

The PSHE Lead should be responsible for monitoring the programme which might include:

- Lesson observations followed by professional discussion with the teacher
- Scrutinising samples of students' work
- Teachers providing brief comments on the scheme of work / lesson plans
- Regular discussion of the drugs, alcohol and tobacco education programme at relevant meetings
- Including drugs, alcohol and tobacco education as a regular agenda item at governor curriculum meetings

The effectiveness of the programme of drugs, alcohol and tobacco education will be evaluated by seeking the views of students and members of staff. Feedback from the monitoring processes will also be used to evaluate the programme.

Strategies for evaluation could include:

- Participatory activities at the end of lessons or sections of work
- Questionnaires
- Feedback from students and teachers about particular aspects of the programme, for example, external contributors and theatre in education
- Comparison of outcomes with students' baseline knowledge

The outcomes of the evaluation process should be used to inform the future planning of the programme of drugs, alcohol and tobacco education and any relevant aspects of this policy.

Staff Support and Training:

Training may also be provided through:

- Induction and INSET.
- Shadowing other members of staff.
- Team teaching, study time.

Management of drugs at school:

School's view about the use of drugs

This school does not permit the possession, use or supply of any illegal or legal drug (unless authorized legal drug), which takes place within the school boundaries. This covers; on or near the school premises, within the school day and during term time, on school visits, school journeys and at school social events.

These rules apply equally to all those working in and visiting the school.

Management of authorized legal drugs

This school has agreed that there are circumstances, when some legal drugs are authorized for use in school. These are prescribed medicines, hazardous chemicals (and solvents).

(i) Medicines

In most cases, staff do not administer medicines at school to pupils unless it would be detrimental to health or attendance not to administer and only with parental written consent. The decision to allow pupils to self-administer medicines rests with the Head teacher.

Schools are allowed to keep a salbutamol inhaler for use in emergencies. It is only for children who have written parental consent, who have been diagnosed with asthma and prescribed an inhaler or who have been prescribed an inhaler as reliever medication.

Asthma inhalers, held in school with written parental consent, are kept secure with safe and easy access for school staff authorised to administer. Children's personal inhalers are taken on all off-site visits and held by the accompanying school staff.

Staff are aware of any serious medical conditions which affect pupils in their class.

The School Nurse will be informed of any children attending the school with medical conditions. Advice will be sought on ensuring they have an appropriate care plan and that school staff are trained to administer any medication required for the day to day management of their condition in school or during a medical emergency.

(ii) Hazardous chemicals and volatile substances (solvents)

Arrangements for the secure and safe storage of chemicals e.g. for cleaning are set out in the Health and Safety Policy

In the event of a child or adult whom is required to use medical sharps to address the management of their health condition (e.g. insulin or gluco blood testing) a medical sharps disposal bin will be provided. Advice will be sought from the School Nurse regarding the management of the sharps and sharps bin on the school site.

(iii) Alcohol

No alcohol will be consumed on school premises during the course of a normal school day. Any alcohol found in a pupil's possession should be confiscated and returned to parents.

(iv) Smoking

Valence Primary School enforce a No Smoking Policy which is available on request and on our website.

Confidentiality:

Pupils need to be able to talk in confidence to staff without fear of being judged or told off. The welfare of children will be central to our policy and practice. However, teachers cannot promise total confidentiality in order to seek specialist help if needed. This is made clear to pupils through the Child Protection and Safeguarding Policy. Information about a pupil in relation to drugs will follow the same procedure as for other sensitive information. If teachers have any concerns about the welfare of children, they must inform the Head teacher.

Involvement of parents/carers:

In any incident involving illegal and other unauthorised drugs the school will normally involve the student's parents/carers and explain how they intend to respond to the incident and to the student's needs. Where the school suspects that to do this might put the student's safety at risk, or if there is any other cause for concern for the student's safety at home, then the school will exercise caution when considering involving parents/carers. In any situation where a student may need protection from

the possibility of abuse, the school's Designated Safeguarding Lead will be consulted and local child protection procedures followed.

Parents/carers are encouraged to approach the school if they are concerned about any issue related to drugs, alcohol and tobacco and their child and the school will refer parents/carers to other sources of help, for example, specialist agencies or family support groups, as required.

If parents/carers are suspected of being under the influence of drugs or alcohol on school premises, staff should attempt to maintain a calm atmosphere and call for a second adult, if necessary. Smoking is not permitted on school premises. On occasion, a teacher may have concerns about discharging a student into the care of a parent/carer. In such instances, the school will implement its Child Protection and Safeguarding Policy.

In most cases a drug-related incident will be a school, rather than a police matter. However, the school will contact our local police officer immediately if an illegal (or suspected illegal) drug has been found on the school premises, on a pupil or illegal drug dealing is taking place. We will only call 999 in an emergency.

The role of the Governors:

The governors will be informed on drugs issues as they affect the school. Policy will be reviewed via the Governing Body.

Review Feb 2021

Key documents which have informed this policy outline:

- Drugs: Guidance for Schools, DfES/0092/2004 www.dfes.gov.uk/drugsguidance
- School Drug Policy Review Process - Blueprint 2004 www.drugeducationforum.co.uk
- 'Drug, Alcohol and Tobacco Policy Guidance 2015', LBBD: the Learning Gateway
- 'Quality Standards for effective Drug and Alcohol Education' (2014), Mentor-Adepis: <http://mentor-adepis.org/wp-content/uploads/2014/05/Quality-standards-for-alcohol-and-drug-education.pdf>
- 'DfE and ACPO drug advice for schools' (2012): <https://www.gov.uk/government/publications/drugs-advice-for-schools>

Additional useful websites

- www.teachernet.gov.uk/pshe
- <https://www.pshe-association.org.uk/>
- www.qca.org.uk

Details of local agencies can be found on the Home Office National drugs Strategy website at www.drugs.gov.uk

- **Teacher Training and PSHE Resources**

Julian Cohen (2004) *The New Primary School Drugs Education Pack* using outside experts in a limited and planned way (page 17)

QCA Guarding Standards (2003) *Drug, alcohol and tobacco education curriculum guidance for schools at key stages 1-4 teacher's booklet*

The use of visitors to support drug, alcohol and tobacco education (page 24-25)

Tacade and London drug Policy Forum (1997) *Making the most of visitors - using outside agencies in school drug education*

CWP Resources

Provides INSET, in-class coaching programmes for teachers and up-to-date schemes of work, lesson plans and materials for teaching Relationship Education and DATE: <http://cwpresources.co.uk/>

Appendix One

| Schools should ensure that: | checked YES (Tick) | checked NO (Tick) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|
| <ul style="list-style-type: none"> • Visits to related to Drug Ed reflect ✓ The overall aims of the school programme ✓ Is pupil centred ✓ The messages are consistent with the aims of the programme ✓ Meets the needs of the pupils | | |
| <ul style="list-style-type: none"> • The visitors are competent educators and facilitators and do not input out off their remit and expertise | | |
| <ul style="list-style-type: none"> • Involving ex-users: • When considering using ex-users schools need to <ul style="list-style-type: none"> ✓ Be very careful regarding their credentials ✓ Without sensitive handling they may arouse interest ✓ Glamorise drug use or describe experiences which young people may find it hard to relate to ✓ In some cases they may without knowing it imply that their own drug use represents a safe limit ✓ They need to be a skilled facilitator in pupil learning and not simply because of their former status (a user) | | |

| Pupil participation: | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> • Where possible pupils are given a voice and are involved at the onset of the programme and follow-up work i.e. writing invitations and thank you letters | | |

Used appropriately visitors will enhance the drug, alcohol and tobacco education already being delivered within the establishment by adding a dimension that the teacher, facilitator alone could not deliver. It also enhances and addresses some of the PSHE and Citizenship learning opportunities whereby pupils' reflect and evaluate what they have learnt from the outside visitors.

Local Support Services

CRI Subwise – a local drug and alcohol support service for children, young people and their families living in Barking and Dagenham. The service works with young people from age 6 up to the age of 21. The team may be able to come to your school and provide information and advice sessions. Contact details available via the CRI website: <http://www.cri.org.uk/>

National support services

Addaction

One of the UK's largest specialist drug and alcohol treatment charities: <http://www.addaction.org.uk/>

ADFAM

Offers information to families of drug and alcohol users, and the website has a database of local family support services: <http://www.adfam.org.uk/>

Childline

Free help and advice about a wide range of issues, talk to a counsellor online, send ChildLine an email or post on the message boards: www.childline.org.uk 0800 1111

Drinkaware

A charity which works to reduce alcohol misuse and harm in the UK: www.drinkaware.co.uk

Drinkline

A free and confidential helpline for anyone who is concerned about their own or someone else's drinking: 0300 123 1110 (9am - 8pm weekdays; 11am – 4pm weekends).

FRANK

Free confidential advice, information and help about drugs. Helpline open 24 hours a day. Calls are free. They can refer you onto local drug services and send out free literature: www.talktofrank.com

Tel: 0800 123 6600

NACOA

National Association for Children of Alcoholics. Information, advice and support to children of alcoholics, or anyone else concerned for a friend or relative's drinking.

<http://www.nacoa.org.uk/>

Tel: 0800 358 3456

NHS Smoking Helpline

Don't give up giving up. Friendly advice and support from a specialist advisor about giving up smoking:

<http://www.nhs.uk/smokefree>

Tel: 0300 123 1044

St John Ambulance

First aid courses and free teaching resources on all aspects of first aid: <http://www.sja.org.uk/>

British Red Cross

Provides information and teaching resources about first aid and a range of other topics related to PSHE:

<http://www.redcross.org.uk/>

Mentor-Adepis

Alcohol and Drug Education and Prevention Information Service which provides free downloadable guidance, resources and factsheets on all aspects of DATE:

<http://mentor-adepis.org/>