



Drugs, Alcohol and Tobacco Education Policy for Thames View Junior School

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1. Policy Development

This policy was developed by the school governors and the PSHE subject Lead, in consultation with pupils (school council)/staff/parents and carers/ and wider community partners e.g. school nurse and other health professionals

2. Links to other School Policies

This policy should be read in conjunction with the following school policies:

- PSHE / RSHE Policy
- Safeguarding/Child Protection Policy
- Confidentiality Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Send Information Report
- Equalities Policy
- Supporting Pupils with Medical Conditions
- First Aid Policy

3. Compliance with Statutory Requirements and National Guidance

Our policy and procedures for managing drug related incidents have been developed in accordance with the departmental advice from the DfE and

Association of Chief Police Officers (ACPO):

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

along with the additional DfE Guidance on Searching, Screening and Confiscation:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

As such, we consider all situations individually and recognise a variety of actions that may be necessary to respond to drug related incidents, as recommended by this non-statutory guidance for schools.

We acknowledge the essential link between managing drug related incidents and our role in providing a broad, balanced and accurate Drug, Alcohol and Tobacco Education (DATE) curriculum for all our students. We achieve this through PSHE (Personal, Social, Health Education), within our statutory Health Education focus on DATE which aims to enable students to take their place safely in a world where a wide range of drugs exists, by making informed choices.

In order for them to do so, they need to understand the nature of drugs, their social and legal status, their uses and effects. We further explore attitudes about drugs and provide opportunities for students to develop skills to manage themselves in various situations, whilst recognising their responsibilities for managing their own behaviour. Please refer to our PSHE policy for more detail.

4. Aims of policy

Thames View Junior School, recognises the harm that all drugs can have, whether they are illegal (cocaine, cannabis, heroin etc.) legal (alcohol, cigarettes and solvents) or medicines. We aim, through this policy, and it's guidelines to provide clear and consistent procedures, which promote safety and good management.

- To help young people resist drug misuse in order to achieve their full potential in society
- To promote and safeguard health and safety of pupils and staff within the school
- To endorse a range of learning and supportive responses for those involved in an incident (see safeguarding policy)
- To encourage an environment where a supportive response to incidents is not undermined by an unduly punitive response
- To ensure this policy is fully implemented and disseminated to ensure understanding and adopting for all of those connected with the school; pupils, parents, teachers, governors and support staff.

5. Definitions

Definition of a Drug:

A drug is any substance (with the exception of food and water) which, when taken into the body, alters the body's function either physically and/or psychologically.

Drugs may be legal (e.g. alcohol, caffeine and tobacco) or illegal (e.g. cannabis, ecstasy, cocaine and heroin).

Definition of Health Education:

Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa.

Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

6. Contents & Organisation of Drug Education

- The school aims to provide a programme of drug education in line with Jigsaw, our PSHE education scheme of work and the Science Curriculum.
- The school will monitor in house effectiveness of teaching and learning through learning walks and book monitoring.

Jigsaw Content:

The grid below shows specific Drug and Alcohol Education learning objectives for each year group in the 'Healthy Me' puzzle.

Year group	Piece number and name	Learning Objectives 'Pupils will be able to...'
3	Piece 3 What do I know about drugs?	• tell you my knowledge and attitude towards drugs - identify how I feel towards drugs
4	Piece 3 Smoking	• understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	• understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	• know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart • make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	• know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure

6	Piece 2 Drugs	• know about different types of drugs and their uses and their effects on the body particularly the liver and heart • be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Alcohol	• evaluate when alcohol is being used responsibly, antisocially or being misused • tell you how I feel about using alcohol when I am older and my reasons for this

7. Approaches for Delivering Effective PSHE including Drug, Alcohol and Tobacco

Education

Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

A Range of Learning Approaches

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

Relevant resources

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity

through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

Use of External Organisations

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people.

We work in partnership with all external organisations to ensure that the all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

Groupings

The PSHE curriculum will be delivered through a variety of whole class lessons, smaller group work and where relevant, in one to one sessions. Responding to Pupils' questions. It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

Meeting the Needs of SEND Pupils

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

8. An Inclusive Approach through a Moral and Values Framework

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for nonexploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

9. Assessing Drug, Alcohol and Tobacco Education through PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school's assessment procedures
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development

10. Managing Drug Related Incidents Procedure

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being. We will consider each situation individually and recognise that a variety of actions in response may be necessary to drug related incidents as recommended by: DfE and ACPO drug advice for schools:

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

and in line with the DfE Guidance on Searching, Screening and Confiscation:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

If the situation leads to a medical emergency the school emergency first aid procedures will be followed immediately. In the absence of a medical emergency the safe guarding lead will be informed and an appropriate response considered. We will refer to the DFE and ACPO drug advice for schools on responding to drug related incidents and in determining the response the implications of any action we take will be carefully considered. The focus of any response will be the student not the substance and we will seek to balance the interests of the individual, other members of the school community and the wider community.

Responses will be cross-referenced with related school policies such as:

- Behaviour
- Health and Safety
- Safeguarding
- School Visits
- PSHE

Unless there are exceptional circumstances we will inform parents /carers at the earliest opportunity so that we can work together to support the pupil and to resolve difficulties. We have a range of professional colleagues who can give or obtain advice and support in drug or alcohol related situations. These include the school's Education Welfare Officer, the local Police Liaison Officer, our local Drug and Alcohol agencies, counselling services and our safeguarding lead. These colleagues can help with a needs assessment and support us in developing an appropriate response. The pupil/s will always be told when information is being passed on, in accordance with the school's policy on confidentiality.

Our aim is to enable all pupils to fulfil their potential. We will work with the pupil, their parents or carers and colleagues from other agencies to remove barriers to achievement and resolve any difficulties that exist. Drug related situations will be considered alongside other circumstances in the young person's life and not in isolation. We accept that it is never appropriate to respond in a way that is more punitive than that which might be considered by the police so that exclusion, whilst it remains an option, will be used as the very last resort.

Should a substance suspected of being illicit be found on the school premises it will be handed to the Headteacher and, in the presence of another member of staff placed in a sealed container in the school safe until it can be delivered to or collected by a police officer. S/he will also be involved in advising the school on the most appropriate response to the situation. The Local Authority School Drug Adviser and Drug & Alcohol Action Team are also able to provide guidance and advice.

Smoking Statement

Smoking is not allowed on the school site. This includes the use of electronic cigarettes (vapes).

Managing Medicines on the School site

Some students may require medicines that have been prescribed for their medical condition during the school day. More detailed information about how we manage medicines on our site can be found in our 'First Aid' Policy

Disseminating and Monitoring the Drug, Alcohol and Tobacco Education Policy

All staff will be made aware of the legal constraints on gathering evidence and questioning those involved. They will not take action without involving the coordinator.

The policy will be reviewed every two years.

Date Agreed: _____

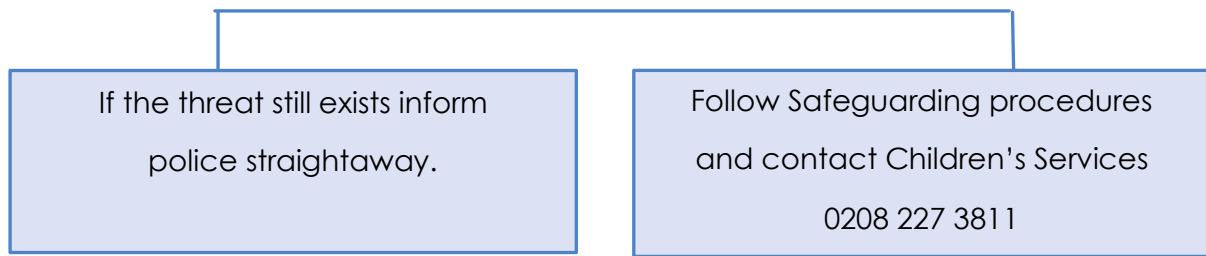
Next Review Date: _____

Parents/Carers/Others under the influence of drugs /alcohol on school premises

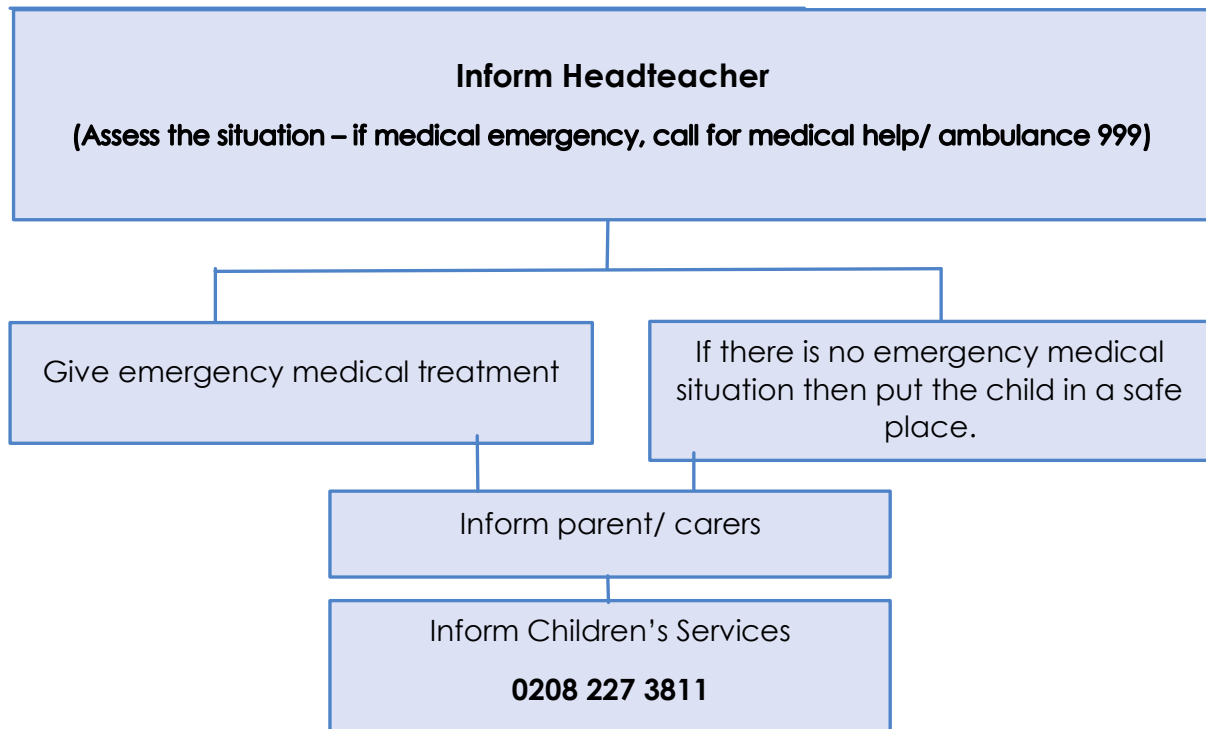
Inform Headteacher

(Assess the situation – if medical emergency, call for medical help/ ambulance 999)

DRUGS, ALCOHOL AND TOBACCO POLICY

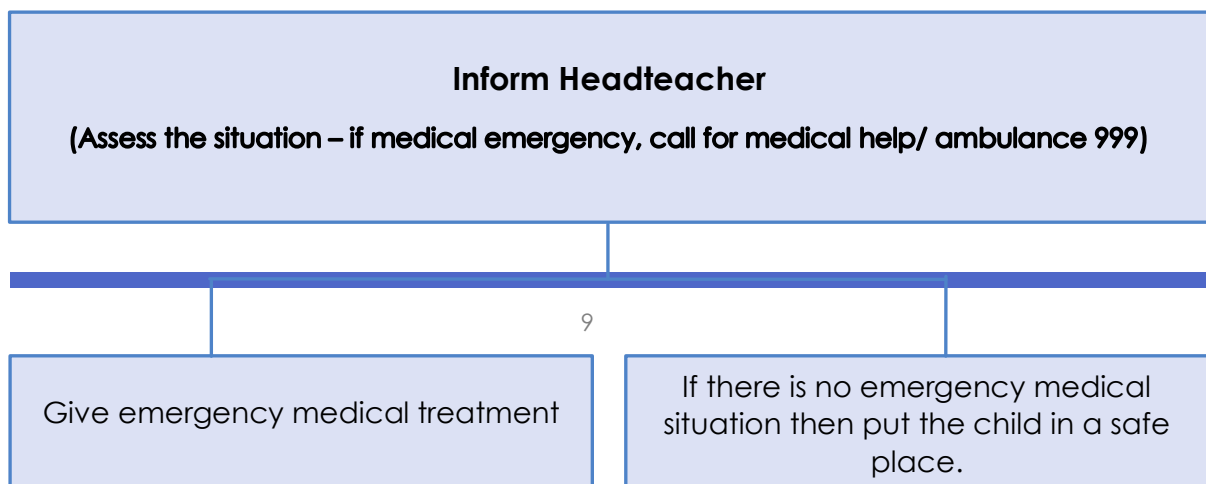


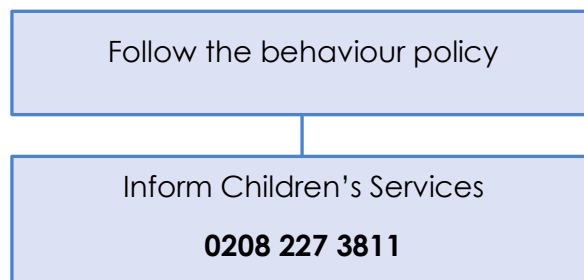
Pupil/s under the influence of drugs/alcohol on school premises



If tobacco is the drug being used follow the school behaviour policy.

Pupil/s using medicines inappropriately on school premises





Pupil makes a disclosure about their own parent, carers or others use of drugs/alcohol



Drugs and/or paraphernalia found on pupils and/or school premises.

