



# Drugs, Alcohol and Tobacco Policy

This guidance takes full account of the school's legal obligations and the latest DfE's guidance.

## Rationale

DAT stands for Drug, Alcohol and Tobacco education. This terminology is used in this guidance to stress that our approach goes beyond provision of information to also focus on increasing children's knowledge and understanding, developing their personal and social skills and enabling children to explore their own and other people's attitudes to drugs, alcohol and tobacco.

## Aims and purpose

The aims of drug education are to:

1. Increase children's understanding and clarify their misconceptions about:
  - a. the short and long term risk of drugs
  - b. the rules and laws relating to drugs
  - c. the impact of drugs on individuals, families and communities
  - d. the prevalence and acceptability of drug use among peers
  - e. the complex moral, social, emotional and political issues surrounding drugs
2. Develop children's personal and social skills to make informed decisions and keep themselves safe and healthy, including:
  - a. assessing, avoiding and managing risk
  - b. communicating effectively
  - c. resisting pressures
  - d. finding information, help and advice
  - e. devising problem solving and coping strategies
  - f. developing self awareness and self esteem
3. Enabling children and young people to explore their own and other's attitudes towards drugs, drug use and drug users including challenging stereotypes and exploring media and other influences.

An overview of specific issues for each year group and what the school has chosen to cover is in Appendix A. All page numbers refer to lessons plans and guidance in the PSHE Education Planning Toolkit for Key Stages 1 & 2 available from the PSHE association.

## Organisation and content

Effective drug education is taught in the following ways:

- An assessment of children's current level of language is undertaken prior to drug education lessons
- As part of our Personal, Social and Health Education (PSHE) this will build on concepts that the children already know and understand. It will link with work on safety, relationships and communications skills.
- It will use language appropriate to their age, readiness, culture, ethnicity and vulnerability
- It will be relevant to the backgrounds, cultures, ethnicity and needs of children

- It will focus on relevant situations and subsequent emotions that influence choice, thinking skills, especially risk assessment and problem solving and interpersonal skills, particularly assertiveness
- It will offer accurate, credible sources of information, rather than sensationalised information
- It will ensure that all children, regardless of background and attainment, can equally access the programmes of work.

The above methodologies allow children to practise skills, use their knowledge and understanding, explore, change views and make positive changes in life.

Sensitive issues will be discussed in team or staff meetings (as appropriate) to provide ways to support staff delivering DAT curriculum. DAT involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to DAT will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

### **Responsibility for DAT**

A **whole school approach** will be adopted to DAT that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding DAT.

The **Senior Leadership Team** (SLT) will endeavour to support the provision and development of DAT in line with this guidance by providing leadership and adequate resourcing.

The responsibility of effective delivery in the classroom lies with the **Class Teacher**. All teachers play an important pastoral role by offering support to pupils. Teachers will be aided in their DAT work by the provision of resources, background information about relevant children in their classes, support and advice from experienced members of staff or outside organisations where required and access to appropriate training.

The Deputy Designated Safeguarding Leads (DDSL) and the learning mentor (LM) will assist where required.

The **PSHE and Healthy Schools lead** are responsible for the development for the DAT programme, that it meets all the legal requirements as well as the needs of the children. It also includes keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaising with outside agencies and monitoring and evaluation.

**Support staff** may be involved in a supportive role in DAT lessons, circle times and assemblies. They may also play an important pastoral support role with children. They will have access to information about what that year group is doing in DAT and have access to appropriate staff training sessions.

**Governors** are responsible for making sure the school provides a good quality education for all pupils including DAT.

### **Partnership with parents and carers**

Information on DAT is included in the school website. Parents and carers are encouraged to offer their opinions, comments or suggestions through their child's Class Teacher or Parent Governors.

Parents can request to view resources and be given a time to view them. They will also be provided with information on how to access support if required.

### **Partnership with external providers**

The school will source teaching resources and support from a range of external providers to ensure the delivery of DAT is of a high quality and relevant. Our designated school nurse will be invited to support the delivery of DAT. Current information on local & national trends and up to date research will be disseminated to the school staff.

### **Individual advice and counselling**

Matters of an individual nature pertaining to drugs, alcohol and tobacco will be referred to the appropriate member of the school team: Deputy Designated Safeguarding Lead, Inclusion Manager, Deputy Head Teacher.

### **Drugs on school premises**

- Alcohol and tobacco are only permitted on school premises in the possession of adults and must be kept in a safe place away from children at all times
- The school is a no smoking site at all times
- Suitable arrangements have been made for staff who smoke to do so outside of the school site
- Alcohol is only permitted to be drunk by staff at school on social occasions when no pupil is present on the premises
- Illegal drugs are not allowed on school premises at any time
- Medicines can be kept in school in accordance with our school procedures.

Any medicines kept in school by staff for their own use must be kept in a safe place away from children at all times.

### **Response to drug related incidents**

Pupils are not permitted to be in possession of or use alcohol, tobacco, matches, lighters, sniffable products or any illegal drugs at any time. Any found will be confiscated and only returned to parents or the police. Parents will be informed.

Medicines must be kept in the care of adults or managed by pupils with agreed adult supervision.

If any child is thought to be under the influence of a drug, medical help will be sought at once and first aid given if required, in addition to routine enquires to find out what drug is involved, its source and whether any other children are involved. The priority will be the child's safety.

If any child or adult on the school premises is found in possession of an unauthorised drug it will be confiscated. The Head Teacher must be informed immediately and will take the lead in deciding how to respond further. Each situation will be judged carefully. If the drug is suspected to be illegal, the school will contact the police to discuss the situation. The range of sanctions will be similar to those for other transgressions depending on the nature and gravity of the offence.

## **Equal Opportunities**

Children may have varying needs regarding DAT depending on their circumstances and background. We strongly believe that all children should have access to DAT education that is relevant to their particular needs. To achieve this the school will take into account:

- ethnic and cultural diversity
- varying home backgrounds
- gender and sexuality
- Special Education Needs

## **Partnership with pupils**

If individuals raise explicit issues, these will not be discussed in class. The adult will ensure that the appropriate member of school staff is identified who will speak to the child or children immediately if the situation warrants this or at the next break in learning.

Some ground rules and distancing techniques could include:

- No one (child or adult) should be expected to answer a personal question
- No one will be forced to take part in the conversation
- Only correct terminology will be used
- Meanings of words will be explained in a sensible and factual way

## **Confidentiality**

Complete secrecy can never be promised to a pupil. Information given in confidence will be shared with only those members of staff who will be able to give support. Any information that raised child protection concerns will be reported on My Concerns and possibly referred to Social Care.

## **Training**

Opportunities for all staff for further training in the delivery of DAT will be sought and accepted wherever circumstances permit. The PSHE lead will be responsible for organising training of staff for DAT. Resources will be provided and monitored by the PSHE lead for suitability

## **Procedures for evaluation, monitoring and review**

A variety of assessment techniques will be used including discussion, scrutiny of work, pupil self assessment and peer assessment. The purpose of this is to establish the validity of both the content and the presentation of the sessions. The PSHE lead will monitor lessons throughout the school. Staff are individually responsible for monitoring their own practice through their own recording systems.

## **Complaints procedure**

Complaints about content and/or delivery of DAT education should be submitted in line with the schools Complaint Policy.

## **Appendix A**

All page numbers refer to lessons plans and guidance in the PSHE Education Planning Toolkit for Key Stages 1 & 2 available from the PSHE association.

### Year 1

The learner will be able to:

- Identify what goes on to and into people's bodies and how this can make people feel **Page 28**
- recognise that household products (including medicines) can be harmful if not used correctly **Page 28**
- describe ways of keeping safe around household products (including medicines) **Page 28**
- identify people we can trust to tell us to put things onto and into our bodies **Page 28**

### Year 2

The learner will be able to:

- explain how some household products are used and for what reasons medicines are taken **Page 63**
- recognise that most household products and medicines have a specific and an individual use **Page 63**
- identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin) **Page 63**
- explain how to keep safe when taking medicines and around other household substances **Page 63**
- explain that household products and medicines can be harmful if used incorrectly **Page 63**

### Year 3

The learner will be able to:

- recognise what is meant by a drug' (a substance which affects your body) **Page 101**
- recognise that drugs change the way people feel (for example, more relaxed or more energised) **Page 101**
- identify some of the risks associated with drugs common in everyday life **Page 101**
- recognise there are laws relating to drugs seen in everyday life **Page 101**
- identify why someone might choose or not choose to use a drug **Page 101**
- recognise when a drug can become harmful **Page 101**
- identify how to ask for help or support if they are worried about someone and drugs **Page 101**

### Year 4

The learner will be able to:

- explain what a drug is (a substance which affects your body) **Page 149**
- describe how drugs change the way people feel (for example, more relaxed or more energised) **Page 149**
- identify some of the risks associated with drugs common in everyday life **Page 149**
- identify some of the laws relating to drugs seen in everyday life **Page 149**
- explain someone might choose or not choose to use a drug **Page 149**
- identify alternatives to using drugs **Page 149**
- identify different behaviours around drug use and when a drug can become harmful **Page 149**
- identify where people can get help and support (e.g. smoking cessation) **Page 149**

### Year 5

The learner will be able to:

- list commonly available legal substances and drugs used in everyday life **Page 198**
- recognise that there are laws around substances and drugs – some may be restricted and some are illegal to own, use or give to others **Page 198**

- identify potential effects and risks related to different drugs, including that medicines may have side effects **Page 198**
- explain that there are risks related to the use of any drug **Page 198**
- describe how to manage risks related to drug use in different familiar situations
- identify how to ask for help or advice **Page 198**

### Year 6

The learner will be able to:

- explain the reasons why someone might choose to use a drug **Page 253**
- explain there are laws about which substances are available to anyone, that some can only be purchased and should only be used by adults, that some only doctors can supply and that some are illegal for anyone to own or give to someone else **Page 253**
- explain the possible effects and risks of different drugs **Page 253**
- explain that there are risks related to the use of any drug (including side effects of medicines) and that drugs can affect people differently **Page 253**
- explain that risk of using the drug depends on i) what it is (or what someone thinks it is), ii) the person using it, iii) the situation (when, where they are, who they are with) **Page 253**
- describe or demonstrate how to manage risks related to drug use in different familiar situations including managing pressure from others assertively **Page 253**
- identify the potential wider impact of drug misuse use on families and communities **Page 253**
- identify reliable, trustworthy sources of information where to get help and advice, for themselves or someone else **Page 253**