

Secondary Drug, Alcohol and Tobacco Education Policy

(Text in red needs to be adapted for your school)

Name of School

1. School Background Information

- 1.1 Type of School
- 1.2 Member of Healthy Schools Scheme since
- 1.3 Average No. on roll
- 1.4 No. of classes in year
- 1.5 Ethnic Breakdown
- 1.6 Gender

2. Key contacts

- 2.1 Safeguarding Lead
- 2.2 PSHE Lead:
- 2.3 Lead Governor:

3. 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/ local religious and community leaders. (delete as appropriate)**

4. Links to other School Policies

This policy should be read in conjunction with the following school policies: **(delete or add as appropriate)**

- 4.1 **Manging Drug Related Incidents Policy**
- 4.2 **Safeguarding/Child Protection Policy**
- 4.3 **Confidentiality Policy**
- 4.4 **Behaviour/Anti-Bullying Policy**
- 4.5 **Online Safety Policy**
- 4.6 **Equalities Policy**
- 4.7 **SMSC Policy**
- 4.8 **SEND Information Report**
- 4.9 **PSHE / RSHE Policy**

5. Compliance with Statutory Requirements

Our policy is informed by the ACPO Drugs Advice for Schools (2012) and the Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 which makes Relationships, Sex and Health Education statutory in all Secondary schools.

6. Aims of Policy

Name of School, recognises the harm that all drugs can have, be they illegal (cocaine, cannabis, heroin etc) legal (alcohol, cigarettes and solvents) or medicines. We aim, through this policy to outline our approach to Drug, Alcohol and Tobacco education through a planned PSHE Curriculum to help young people resist drug misuse in order to achieve their full potential in society

7. Definitions

- 7.1 **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).
- 7.2 **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.

8. Organisation of Drug, Alcohol and Tobacco Education

- 8.1 Timetable allocation e.g. part of PSHE curriculum - 50 mins /week
- 8.2 Groupings e.g. Whole Class, small groups (refer to 11.6)
- 8.3 Staff Involved e.g. The lessons will be delivered predominantly by the Class Teacher, but there are times during the programme when learning is complemented by external visiting speakers. It is important to note that where outside visitors help to deliver PSHE they are not there to replace teachers but to enrich existing programmes by supporting the school.
- 8.4 Where taught: Dedicated PSHE lessons/ Subject specific e.g. Science / Assemblies/Special weeks e.g. Wellbeing Weeks

9. Content of Drug, Alcohol and Tobacco Education Programme: (this could be included as an appendix)

See our website for our PSHE Education Curriculum Overviews – [Add link](#)

9.1 Statutory content:

Science Curriculum – links with Drug and Alcohol Education

Key Stage 3 (age 11-14 years)

- the impact of exercise, asthma and smoking on the human gas exchange system

- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes

Health Education (KS 3 & 4: age 11-16 years)

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- **Drugs, alcohol and tobacco**
- Health and prevention
- Basic First Aid
- Changing adolescent bodies

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

10.1 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.

10.2 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.

10.3 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.

10.4 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.

10.5 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.

10.6 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.

10.7 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.

10.8 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.

11. 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: *(Choose and use from the list below as appropriate)*

- 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 non-exploitation 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.

12. 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

13. Training Staff to Deliver Drug, Alcohol and Tobacco Education through PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

14. Disseminating and Monitoring the Drug, Alcohol and Tobacco Education Policy

A copy of this policy will be supplied to all staff and governors and included within school handbook, staff handbook, governor handbook and new staff induction materials. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to Drug, Alcohol and Tobacco Education

15. Policy Review

Policy Implementation Date:

Next Review Date:

Signed:

Date:

This Policy should be read in conjunction with:

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance) (2019)*
- *Keeping Children Safe in Education (statutory guidance) (2019)*
- *Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)*
- *Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (2016)*
- *Equality Act 2010 and schools (2010)*
- *SEND code of practice: 0 to 25 years (statutory guidance) (2015)*
- *Alternative Provision (statutory guidance) (2013 – updated 2016)*
- *Mental Health and Behaviour in Schools (advice for schools) (2018)*
- *Preventing and Tackling Bullying (advice for schools, including advice on [cyberbullying](#)) (2017)*
- *Sexual violence and sexual harassment between children in schools (advice for schools) (2018)*
- *The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)*
- *Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)*