



# PSHEe - Drug, Alcohol and Tobacco Education Policy

Pioneer Federation

This policy was adopted **March 2019**  
This policy is due for review **March 2022**

## PSHEe Drugs, Alcohol and Tobacco Policy

### Introduction

Pioneer Federation aims to teach children how to look after themselves and others, and how to make informed decisions about personal safety issues. In accordance with these values, this policy aims to set out the school's approach to teaching and learning about drugs and the management of situations involving drugs. National guidance (DfE and ACPO Drug Advice for Schools 2012) and the local Drug and Alcohol Education Guidance have informed the policy for Schools. This policy should be read in conjunction with the School Health and Safety Policy, the Administration of Medicines Policy, SEN Policy and Equality Policy.

A drug is defined as any substance which, when taken into the body, affects the chemical composition of the body and how the body functions. "Drugs includes alcohol, tobacco, illegal drugs, medicines, novel psychoactive substances ("legal highs") and volatile substances" (DfE and ACPO Drug Advice for Schools 2012).

Our Federation operates a smoke free site and takes the matter of illegal drugs very seriously as part of our Healthy School programme. We are aware of the increasing problem of drug, alcohol and tobacco misuse throughout the country and within our community. Our school will play a full part in contributing to efforts across our community to reduce drugs misuse. To this end, we are committed to working with our parents. We will ensure parents are informed about their children's drugs and substance misuse education, the school rules in relation to drugs and substance misuse and have the opportunity to be consulted about the school's policy and teaching programme.

The Education Reform Act places a statutory responsibility upon schools to provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of adult life.

### Why We Teach 'Drug Education'

*Drug, Alcohol and Tobacco Education is one part of the whole PSHEe Framework that is taught in the Pioneer Federation, with pupils given the opportunities to extend their knowledge, to explore attitudes and values, as well as developing their own personal and social skills.*

The goal of drug, alcohol and tobacco education is:

For pupils to develop the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle, promote responsibility towards the use of drugs and relate these to their own actions, both now and in their future lives.

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### ***Aims of Drug Education***

1. *To provide factual information and develop an understanding of the information given.*
2. *For pupils, at appropriate ages, to have an understanding of effects from:*
  - *Alcohol and tobacco*
  - *Medicines*
  - *Illegal drugs and substances*
  - *Drug use and misuse*
  - *Widespread use of substances of all kinds*
3. *To develop a range of personal skills, attitudes and values.*
4. *To help pupils develop an understanding of the physical, psychological, social and legal aspects of drug use and misuse.*
5. *A Drug Education Curriculum should enable young people to make informed choices, by:*
  - *Building pupils' self-esteem*
  - *Helping them to make decisions that are healthy and safe*
  - *Learning that medicines can be beneficial*
  - *Safety Issues – know who and where to go to if concerned about drugs*
  - *Know the potential risks and people who can help*
  - *Provide the pupils with factual information and a development of an understanding of that information*
  - *Understand how the body functions and how drug use can affect this functioning*
  - *Develop a range of personal skills, including: communication, decision-making, assertiveness and negotiation*
  - *Develop assertiveness and an understanding that they have rights over their own body.*

The learning objectives for drug and alcohol education include:

#### Attitudes and Values.

- to examine own opinions and values, and those of others
- to promote a positive attitude to healthy lifestyles and keeping self safe
- to enhance self awareness and self esteem
- to value and respect self and others
- to value diversity and difference within society
- to promote a sense of responsibility towards the use of drugs

#### Personal and Social Skills

- to identify risks to health
- to communicate with peers and adults, including parents/carers and professionals
- to learn how to give and secure help
- to develop decision-making, negotiation and assertiveness, particularly in situations related to drug use
- to develop an appreciation of the consequences of choices made
- to be able to cope with peer influences, and in resisting unhelpful pressures from adults and the media
- to make choices based on an understanding of difference and with an absence of prejudice
- to be able to talk, listen and think about feelings and relationships
- to develop critical thinking as part of decision-making

#### Knowledge and Understanding

- to develop an understanding of drugs and of the effects and risks of using drugs
- to gain an understanding of how the body functions

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- to gain an understanding of what is safe and appropriate drug use
- to gain an understanding of the role of drugs in society and the laws and rules relating to their use
- to gain knowledge of people who can help if pupils have worries and an understanding of confidentiality
- to gain an understanding of the changing nature of relationships, including families and friends, and ways of dealing positively with change.

## **National Curriculum**

*The PSHEe Curriculum provides many links with all subjects. The Programme is part of both the whole PSHEe Framework and the Science Curriculum. We follow the JIGSAW scheme of work which supports the coverage of;*

- ❑ Friendship
- ❑ Bullying
- ❑ Self-Esteem
- ❑ Peer Pressure
- ❑ Assertiveness
- ❑ Making safe and appropriate choices

## **The organisation of the drug education curriculum.**

The PSHEe Coordinator is responsible for over-seeing the planning of the drug education curriculum via a scheme of work for PSHEe, monitor its delivery, coordination of assessment and reporting to parents. In our schools we deliver PSHEe and citizenship both through discrete, planned lessons, as well as through coordinated cross-curricular teaching.

A variety of teaching and learning approaches are used in PSHEe and citizenship together with carefully selected teaching materials. There is a place for didactic teaching, together with active learning approaches, such as role-play, small group work and problem solving, which more effectively engage pupils in the learning process. Ground rules are used in PSHEe and citizenship to establish a safe, secure and supportive learning environment, which emphasises the promotion of relevant personal skills. Pupils are shown respect for personal privacy and time is taken to explain the implications of personal disclosures. The teaching and learning approaches also include a variety of methods and strategies that cater for the range of attainment levels of our pupils and their diverse needs (See: Equalities Scheme and SEN Policy).

We welcome the involvement of visitors from external agencies to complement the core delivery by teaching staff. All visitors are supported in the classroom by a teacher and are informed about the school's DATE policy and the scheme of work for PSHEe and citizenship.

## **Confidential Disclosures**

The confidentiality of a pastoral discussion must be respected as far as possible, unless there are strong reasons not to do so. Confidentiality is an important consideration with respect to drugs and the boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive and which the pupil asks not to be passed on, the request will be honored unless this is unavoidable in order for teachers to fulfill their professional responsibilities in relation to: child

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protection, cooperation with a police investigation or referral to an external service. Teachers cannot and should not promise total confidentiality.

Schools are under no legal obligation to inform parents in cases of pupils disclosing illegal drug or substance use; however, in all but the most exceptional cases parents would be involved. Parental involvement can be beneficial and plays an important part in the long-term welfare of the child. Where it is decided that it is in the best interests of the child not to contact the parents, this decision should only be taken by the Senior Management Team, and the decision must be recorded.

As with issues surrounding child protection, careful monitoring of reported events will take place prior to any action, with the best interests of the child being paramount.

### **Health and Safety (See also Administration of Medicines Policy)**

The safety of the individual and of all others on the school site are the most important concern if a pupil, visitor or member of staff is thought to be under the influence of any drug or substance which adversely affects their judgement. Responding consistently within our stated Health and Safety procedures, including, where necessary, the administration of first aid, is the priority.

Should any drug related paraphernalia be discovered on the school site, most will be handled within existing health & safety procedures using safety equipment such as disposable gloves, and will be bagged up and disposed of in the rubbish. A written record will be kept of suspicious paraphernalia. Pupils will be advised to not touch suspect items, such as discarded injecting equipment, but report the matter to a member of staff. The member of staff will ensure safety is maintained, until appropriate disposal of the item(s) is undertaken.

Solvents or hazardous chemicals legitimately used carefully by school staff or pupils and are stored securely in and managed in a way to prevent inappropriate access or use.

### **Drug related situations**

A drug related situation is one where there is suspicion, disclosure or observation of the use of unauthorised drugs or the discovery of unauthorised drugs. We do not allow anyone to possess, produce, supply or offer illegal drugs on the premises in accordance with the Misuse of Drugs Act 1971.

Any tobacco, alcohol, solvents or illegal substances found on pupils will be confiscated. If necessary a pupil will be asked to turn out their own pockets or bags, with another member of staff present. Children can be asked to take off only outer clothing (ie a coat) for it to be searched. A personal search can only be carried out by police officer or parent/carer. (See Screening, Searching and Confiscation Guidance from DfE, Feb 2012).

Substance misuse at school is a serious matter. If a pupil is discovered with tobacco, alcohol, solvents or illegal drugs, then a fixed period exclusion will be a consideration. More serious disciplinary consequences will be considered, together with support needs and child protection, dependent upon individual circumstances.

The school has the powers, with police assistance if necessary, to remove anyone from the site who is causing a nuisance or disturbance. This includes being intoxicated. The safety of pupils during the journey to and from school is important. If staff have concerns about the safety of a pupil due to parent /carer intoxication then discussion will be held with the adult and consideration given to moving the pupil to a safer environment and / or alternative means of travel home.

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The designated senior member of staff in the first instance, for drug related situations is the Headteacher.

### **Dealing with Emergencies and Incidents**

The following people will be called upon in the case of an emergency, according to the need of the problem and the level of severity:

Vicky Lewis is the DSL for the Pioneer Federation

Deputy DSLs:

Lisa Purcell, Sheridan Denney, Dawn Poulton – East Hoathly CE School

Claire Winchester – Chiddingly Primary School

Becca Hare, Abi Banks – St Mary's CE School

### **First Aid**

All staff have had First Aid training and know the recovery position. This training is updated when appropriate. There are also at least three fully trained 'First Aiders' on the staff.

If staff have any suspicions that a pupil is intoxicated from inhaling a volatile substance, care should be taken to not chase or overexcite the pupil. Strenuous activity for volatile substance misusers can increase the risk of sudden death. The pupil should be kept calm until the effects have worn off.

### **School Trips/Social Events**

The school's DATE policy applies during school visits and school social events.

During educational visits:

- Staff will be briefed about procedures and responsibilities before all visits, which will include the issue of consumption of alcohol and smoking by staff
- Adults should keep any personal medication in a safe place
- A nominated first aider will be responsible for the safe storage and supervision of the administration of any pupils' medicines.
- Pupils will be reminded about the relevant school rules in advance.

School social events:

- At such events the school 'No Smoking Policy will be enforced.
- At all social events organised by the school the responsibility for the conduct of the pupils present remains with the parent/carer.
- This school will not condone the use of any illegal substance by any individual during social activities connected with the school.
- Adults at designated school functions, subject to compliance with licensing law and within reasonable limits, may consume alcohol.

### **Training**

All staff are expected to work within the agreed policy and their own professional and employment terms and conditions.

All staff will receive DATE training every 3 years.

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### **Implementation, monitoring and review**

Implementation of the policy is the responsibility of the Head and Governors. Chris Forsey will act as link Governor for Wellbeing, PSHEe and citizenship at the school.

Opportunities will be made to inform parents about their children's drugs, alcohol and tobacco education and about wider support and concerns about drugs, both through written information and parents events.

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### APPENDIX 1 Support Agencies

#### National

- **Talk To Frank** - 0800 776600  
[www.talktofrank.com](http://www.talktofrank.com)
- **Drinkline** – 0800 9178282  
[www.alcoholconcern.org.uk](http://www.alcoholconcern.org.uk),
- **ADFAM** – 020 75537640  
Waterbridge House, 32-36 Loman Street, London. SE1 0EH.  
The national organisation for the families and friends of drug users  
[www.adfam.org.uk](http://www.adfam.org.uk)
- **Drugscope** – 020 7520 7550  
Waterbridge House, 32 - 36 Loman Street, London SE1 0EE.  
DrugScope is a UK charity that conducts research in the drugs field and provides drugs information to professionals and the public.  
[www.drugscope.org.uk](http://www.drugscope.org.uk)
- **Release** – 0207 729 5255  
388 Old Street, London, EC1V 9LT  
Also, Drugs in Schools Helpline by RELEASE - 0345 366666  
[www.release.org.uk](http://www.release.org.uk)
- **RE-SOLV** – 01785 817885  
30a High Street, Stone, Staffordshire, ST15 8AW  
The Society for the Prevention of Solvent Abuse  
[www.re-solv.org/](http://www.re-solv.org/)
- **Childline** – 0800 1111.  
Studd Street, London. N1 0QW  
[www.childline.org.uk](http://www.childline.org.uk)

**NHS Smoking Helpline** 0800 1690169  
<http://smokefree.nhs.uk>

**MENTOR UK** 020 77398494  
[www.mentoruk.org.uk](http://www.mentoruk.org.uk)

**ALCOHOL CONCERN** 020 7264 0510  
[www.alcoholconcern.org.uk](http://www.alcoholconcern.org.uk)

**DRINK AWARE** 020 73077450  
[www.drinkaware.co.uk](http://www.drinkaware.co.uk)

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### Local

**The 'Under 19's Substance Misuse Service' helps young people and their families who are affected by drugs and alcohol.**

**Phone: 01323 841470**

**LEARNING OUTCOMES BY YEAR GROUP**

<b>Year 1</b>
<ul style="list-style-type: none"><li>- I know what goes onto my body</li><li>- I can identify whether something that goes into my body can be harmful.</li><li>- I know that all medicines are drugs.</li><li>- I know why medicines are taken.</li><li>- When have I had to take medicines?</li><li>- Where did the medicines come from?</li><li>- Where are medicines found?)</li><li>- I know simple rules for taking and storing medicines.</li><li>- I am able to identify whether something can be harmful to take</li><li>- I know about the correct use of everyday substances.</li></ul>
<b>Associated skills:</b>
<ul style="list-style-type: none"><li>- I can describe a situation where I would need adult help.</li><li>- I can identify 'safe' people in my community that I can ask for help.</li><li>- I can tell you five people who I can talk to if I am upset or worried.</li><li>- I know when I am feeling unwell and who could help me.</li></ul>

<b>Year 2</b>
<ul style="list-style-type: none"><li>- I understand why and how medicines are taken.</li><li>- I know how different medicines are taken.</li><li>- I know when and why I have to have injections.</li><li>- I know that each medicine has a specific and individual use.</li><li>- I understand how medicines affect the body.</li><li>- I know the safe way of taking medicines.</li></ul>
<b>Associated skills:</b>
<ul style="list-style-type: none"><li>- I can describe different choices I can make about my health</li><li>- I can show ways that I relax</li><li>- I know how to keep myself healthy.</li><li>- I know I should not drink or eat anything that I don't know is safe.</li><li>- I know that some drinks contain alcohol and some don't.</li><li>- I know that alcohol can change how people behave.</li><li>- I know that alcohol can be very harmful to small children.</li><li>- I can identify times when I need adult support</li><li>- I know what to do if I feel unsafe.</li><li>- I can identify people who can keep me safe and how to ask for help from them.</li><li>- I feel good when I am being healthy.</li><li>- I know about the correct use and storing of everyday substances.</li><li>- I know about the risk of fire from a discarded cigarette, and understand what to do in such a situation.</li><li>- I know what peer pressure is.</li></ul>

<b>Year 3</b>
<ul style="list-style-type: none"><li>- I can identify some everyday drugs and know some of the different effects of everyday drugs</li><li>- I know how I can help my outer defence system.</li><li>- I know why some people think they cannot manage without drugs.</li><li>- Why do some people think they cannot manage without drugs?</li><li>- I can say what I know, and what more I want to know about smoking.</li><li>- I can express my feelings about smoking.</li></ul>
<b>Associated skills:</b>
<ul style="list-style-type: none"><li>- I can identify occasions when I have made decisions which affect my health (positive and negative) and talk about them.</li><li>- I know how to be assertive.</li><li>- I know some techniques to address unhelpful pressure.</li><li>- I know that there are sometimes alternatives to taking medicines.</li><li>- I understand why people smoke and might start to smoke.</li><li>- I know the type of situations where I may be offered cigarettes.</li><li>- I can identify a range of situations where I might need help &amp; I know where to go to get help.</li></ul>

**Year 4**

- I know that the term 'drug' covers a range of legal and illegal substances.
- I know some of the effects and risks of using drugs.
- I know what alcohol is.
- I can express my feelings/attitudes towards drunkenness.
- I can identify the different types of risks people take.
- I know why some people choose to use alcohol and others remain alcohol free.

**Associated skills:**

- I know at what age you can drink alcohol legally.
- I know how rules and laws affect me.
- I know who I can talk to if I am upset/worried/anxious.
- I can demonstrate some of the skills I will need to use in a drug-related situation.
- I can present ways to resist unhelpful pressures or influences.
- I can consider the outcomes of risk-taking.
- I know some ways of saying no to alcohol in different situations.
- I know how I can care for my body and that I have to take responsibility for my own health.

<b>Year 5</b>
<ul style="list-style-type: none"><li>- I know more about the legal drugs that are used in everyday life.</li><li>- I know that there are a range of legal and illegal drugs that are used.</li><li>- I know and understand words and concepts related to smoking.</li><li>- I know the short term and long term dangers of smoking.</li><li>- I know and understand what is meant by passive smoking.</li><li>- I know some common substances which are solvents.</li><li>- I know the risks associated with misusing solvents.</li></ul>
<b>Associated skills:</b>
<ul style="list-style-type: none"><li>- I know what contributes to a healthy lifestyle.</li><li>- I know how to make an emergency telephone call.</li><li>- I am able to place someone into the recovery position.</li><li>- I know and understand about keeping safe when involved with risky activities and when appropriate to say no and seek help.</li><li>- I am able to consider the consequences of drug taking.</li><li>- I am able to express my feelings and my response to a smoking related situation.</li><li>- I can reflect on my choices and who might influence them &amp; I can demonstrate one strategy for resisting pressure.</li><li>- I can make a judgement about whether to take a risk.</li><li>- I know how to assess and minimize risk in some common situations.</li><li>- I can establish keeping safe rules.</li><li>- I know it is my responsibility to decide what goes into my body.</li><li>- I understand possible reasons/factors which might influence people to use alcohol, tobacco and other drugs.</li><li>- I am aware and can evaluate my ideas and attitudes about drug use and smoking.</li><li>- I know ways people can get help with a smoking or drinking problem.</li><li>- I can identify people in my support network.</li></ul>

<b>Year 6</b>
<ul style="list-style-type: none"><li>- I am beginning to understand what drugs are and how they work.</li><li>- I know some laws and rules about alcohol, tobacco, volatile substances, and illegal drugs.</li><li>- I know how alcohol affects people.</li><li>- I understand that alcohol is harmful to young people and how the law keeps them.</li><li>- I understand some dangers of using volatile substances.</li><li>- I can describe how alcohol can affect and damage the body/health.</li><li>- I understand that alcohol can change the way people think, feel and behave.</li><li>- I know that alcohol is measured in units and that there are recommended limits for men and women.</li><li>- I understand why people might drink.</li><li>- I understand what drugs are illegal.</li><li>- I am aware of how illegal drugs affect the body.</li></ul>
<b>Associated skills:</b>
<ul style="list-style-type: none"><li>- I understand the need for rules in society and why we have the rules we do.</li><li>- I know the consequences of drinking alcohol and driving.</li><li>- I know a little about alcohol and the law.</li><li>- I know some of the rules about advertising and alcohol.</li><li>- I understand how the media may try to influence my decisions and choices</li><li>- I can identify ways in which the media can stereotype.</li><li>- I know that health includes emotional health</li><li>- I know how to restore my inner balance</li><li>- I understand what can influence decision-making.</li><li>- I can assess some common risky situations and ways of limiting risk, including around alcohol.</li><li>- I know there are positive and negative consequence to my actions</li><li>- I know some of the potential dangers that surround me</li><li>- I can behave in an assertive way using appropriate body language and tone of voice.</li><li>- I can demonstrate some assertive ways of saying 'no'.</li><li>- I am aware of the influence of the media and celebrities in forming attitudes to alcohol.</li><li>- I know some sensible alternatives to alcohol to help feel relaxed and good about oneself.</li><li>- I understand that there are differing views towards drugs and drug taking.</li><li>- I can describe reasons why some people choose to drink alcohol and some don't.</li><li>- I can describe reasons why some people choose to smoke and some don't.</li><li>- I understand how people's choices about drinking alcohol can have an impact on others.</li><li>- I am able to reflect on my own attitudes to drinking.</li><li>- I know who could help in different circumstances.</li></ul>

