John Perry Primary School

Drug, Alcohol and Tobacco Education Policy

This policy covers many articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

UNCRC Article 33– Protection from harmful substances

UNCRC Article 19 - Protection from all forms of harm

UNCRC Article 3 - Best interests of the child

This policy protects children from exposure to harmful substances and ensures the school environment promotes safety, health and well-being.

Last reviewed: May 2025
Next review due by: May 2027

1. Policy Development

This policy was developed by the school governors and the PSHE Subject Lead, in consultation with 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:

2.1 RSHE Policy

2.2 Child Protection and Safeguarding Policy

2.3 Behaviour Policy

2.4 Anti-Bullying Policy

2.5 E-Safety Policy

2.6 SEND Information Report

2.7 Health and Safety Policy

3. Compliance with Statutory Requirements and National Guidance

3.1 Our policy and procedures for managing drug related incidents have been developed in compliance 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 . We also follow the Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 which makes Relationships Education and Health Education statutory in all Primary schools.

3.2 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 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.

4. Aims of Policy

John Perry Primary 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:

4.1 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.

4.2 To confirm our position that any illegal and other unauthorised drugs related incidents are not acceptable on the school site and/or within organised school activity off site such as school visits/trips. We also confirm our safeguarding responsibility to respond to drug related incidents outside of school that might compromise a student's safety, including student or parental drug and alcohol misuse away from the school site**.**

4.3 To provide all staff with the procedures to be followed when dealing with drug related incidents in a fair, professional, proportionate and consistent manner.

4.4 To confirm our arrangements and procedures for authorised drugs including managing medicines and being a non-smoking site

5. Definitions

5.1 **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).

5.2 **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.

6. Organisation of Drug, Alcohol and Tobacco Education

6.1 Timetable allocation e.g. part of PSHE curriculum – 40 minutes per week.

6.2 Groupings e.g. Whole Class, small groups (refer to 8.6)

6.3 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.

6.4 Where taught: Dedicated PSHE lessons

6.5 Assemblies, where necessary

7. Content of Drug, Alcohol and Tobacco Education:

See our website for our PSHE Education Curriculum Overviews – *https://johnperryprimary.co.uk/ourcurriculum/#1616589782034-16946c8c-d371*

Statutory content:

Science Curriculum – links with Drug and Alcohol Education

Key Stage 1 (age 5-7 years)

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- **Drug, Alcohol and Tobacco**
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

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

8.1 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.

8.2 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 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.

8.3 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, the Internet and visits by from external providers.

8.4 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.

8.5 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.

8.6 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.

8.7 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.

8.8 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.

9. 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.

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.

10. 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

11. Procedures for Managing Drug Related Incidents (Either include these sections 13-15 and the appendices OR if you want to keep the wording in your No Smoking, Alcohol and Drugs policy content, cut and paste that here, and delete these sections 13-15 below and the appendices)

In response to any drugs related incident, it is essential that each situation is considered individually and that the needs and circumstances of the students are paramount.

If the situation leads to a medical emergency the school emergency aid procedures will be followed immediately.

In the absence of a medical emergency the Head Teacher will be informed and an appropriate response considered.

Protocols for responding to the following drug related incidents, in line with national guidance, are outlined as flow charts in Appendix 1:

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

Student(s) under the influence of drugs /alcohol on school premises.

Students using medicines inappropriately on school premises.

Drugs and / or paraphernalia found on students and/or premises

Students making disclosure about their own or parents/carers/others use of drugs/alcohol

Supplying (drugs/alcohol/tobacco) by students/parents/carers/others

If we are presented with any other drugs related incidents not outlined in Appendix 1, we will refer to the DfE and ACPO guidance.

Unless there are exceptional circumstances we will inform parents /carers at the earliest opportunity so that we can work together to support the student and to resolve difficulties.

Our aim is to enable all students to fulfil their potential. We will work with the student, 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 and option, will be used as the very last resort. Opportunities for supporting students following these situations include:

- Review with parents/carers after the incident
- Further drugs, alcohol can tobacco education
- Targeted support on a one-to-one basis
- Referral to an outside agency

We have a range of professional colleagues who can give or obtain advice and support in drug or alcohol related situations. These include the borough's Early Help Team, Education Welfare Officer, the local Police Liaison Officer, members of the local Youth Offending Team (whose roles include supporting young people at risk of offending) our local Drug and Alcohol agencies and counselling services. These colleagues can help with a needs assessment and support us in developing an appropriate response. The student/s will always be told when information is being passed on, in accordance with the school's policy on confidentiality.

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.

All staff will be made aware of the legal constraints on gathering evidence and questioning those involved.

12. Smoking Statement

- Smoking is not allowed on the school site.

13. 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 'Managing Medicines in Schools' Policy .

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 this area of work, or who may be involved in the delivery of curriculum related areas.

Written by: Kasey Darko

Role: PSHE Lead

Date Agreed: May 2025

Next Review Date: May 2027

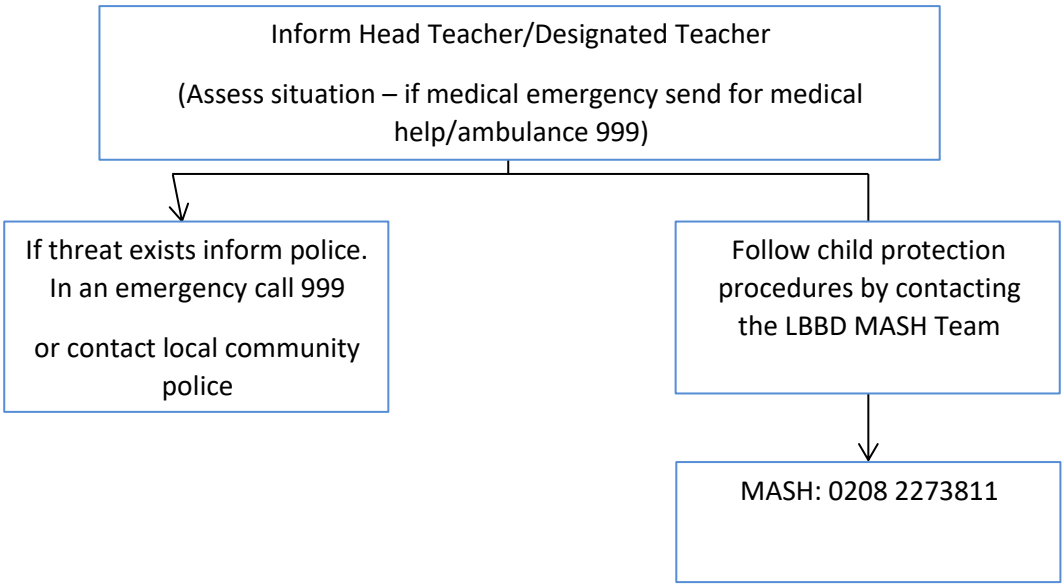
Appendix 1

Procedures for Managing Drugs Related Incidents

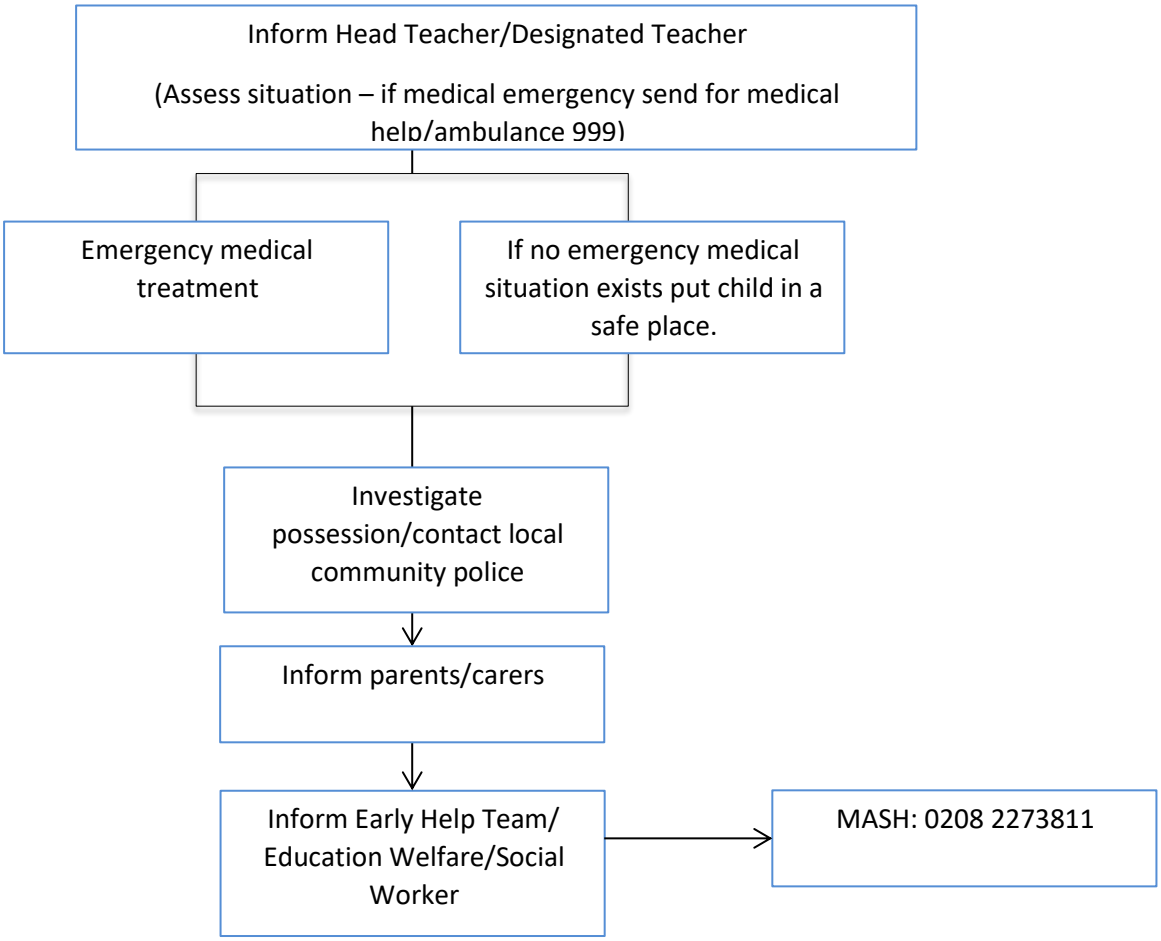
This appendix outlines our procedures for managing the following drugs related Incidents, as detailed in each flow chart:

1. **Parents/Carers/Others under the influence of drugs/alcohol on school premises**
2. **Student(s) under the influence of drugs/alcohol on school premises.**
3. **Students using medicines inappropriately on school premises.**
4. **Drugs and/or paraphernalia found on students and/or premises**
5. **Student makes disclosure about their own or their parents'/carers'/others' use of drugs/alcohol**
6. **Supplying (drugs/alcohol/tobacco) by students/parents/carers/others**

1. Parents/Carers/Others under the Influence of drugs/alcohol on school premises

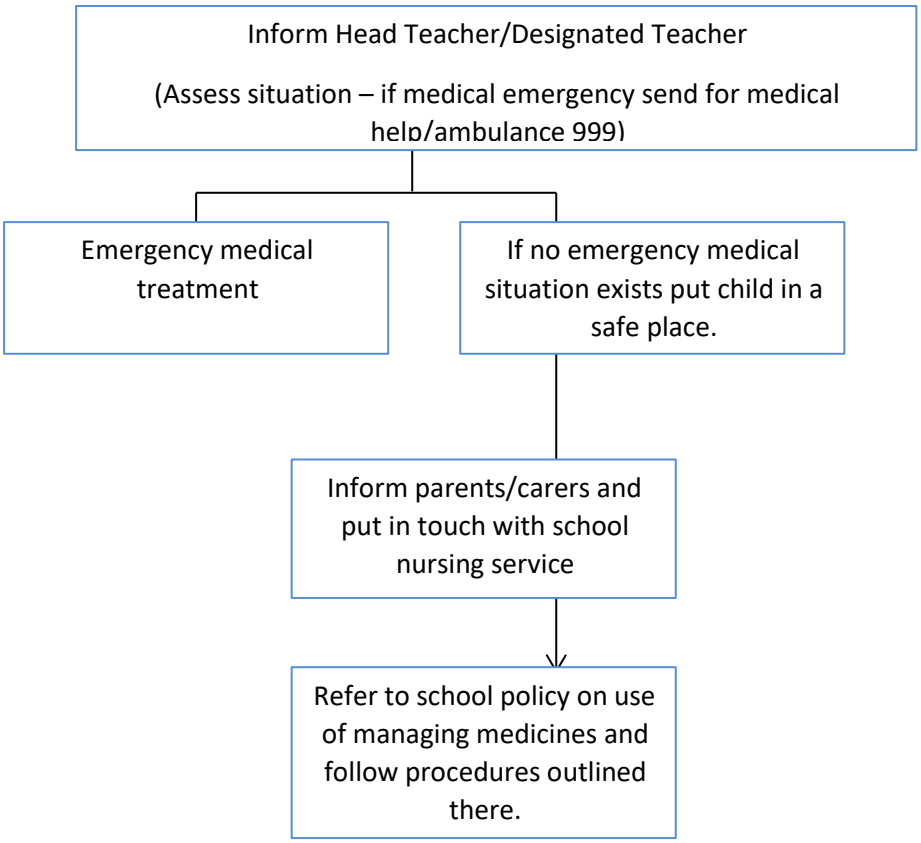


2. Student(s) under the influence of drugs/alcohol on school premises.

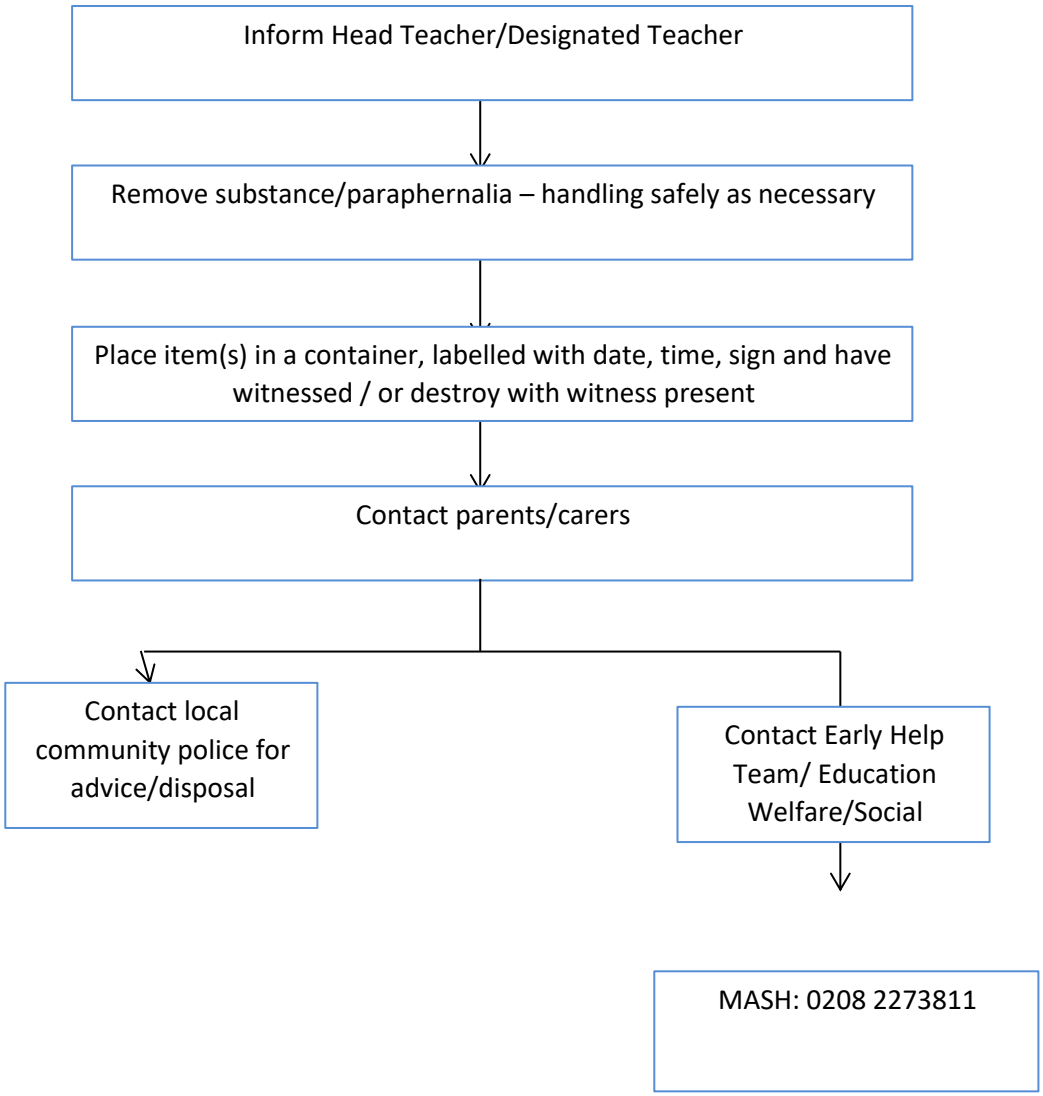


N.B. If tobacco is the drug used you may wish to follow school behaviour policy

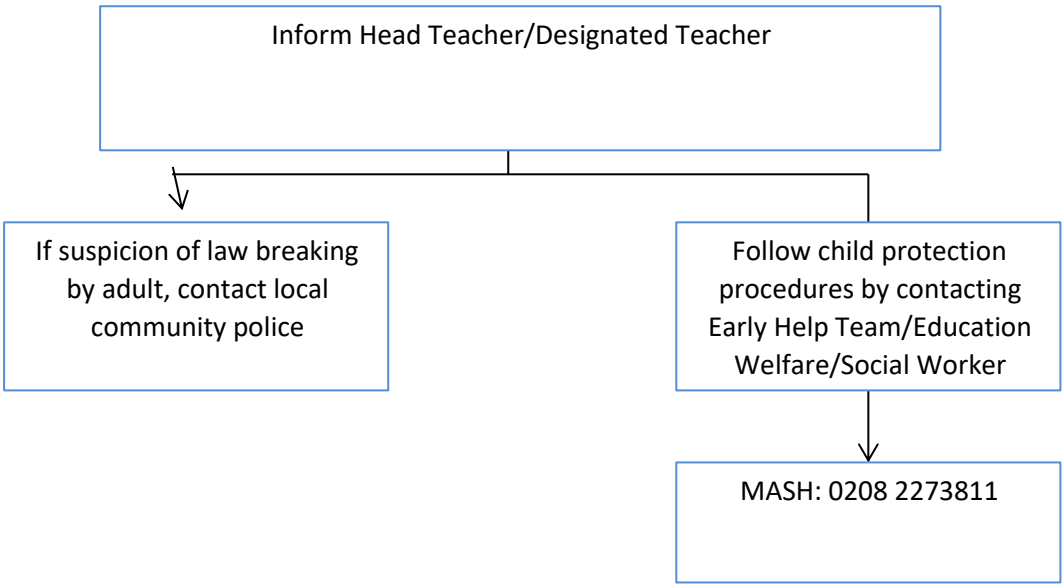
3. Students using medicines inappropriately on school premises.



4. Drugs and/or paraphernalia found on students and/or premises



5. Student makes disclosure about their own or their parents'/carers'/others' use of drugs/alcohol



6. Supplying (drugs/alcohol/tobacco) by students/parents/carers/others

