

MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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Drug, Alcohol and Tobacco Education Policy (Non-Statutory School Policy)

Ownership: Curriculum Committee

Document Date: November 2018

Review Date: November 2020

Pupils are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



Section 48 Diocesan Inspection October 2018

“Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another’s different views...”



Ofsted March 2013

At St Margaret Clitherow School we are committed to Safeguarding Children

Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him

Values and Aims

Drug, Alcohol and Tobacco Education is a key strand of our PSHE education provision and to the broader aim of providing a caring community in which children can learn to respect themselves and others as well as take responsibility for their own actions.

Fundamental to our school's values and practice is the principle of sharing the responsibility for the education of children with parents. We strive to keep parents informed of any developments and changes to our approach to Drug, Alcohol and Tobacco Education and seek to work in partnership in this important area of pupils' personal development.

We recognise that the term 'drugs' covers a wide range of substances including medicines, tobacco, alcohol and prescribed drugs and that Drug, Alcohol and Tobacco Education means developing children's knowledge, skills, understanding and attitude in all these areas.

Drug, Alcohol and Tobacco Education is a key strand in our overall PSHE provision. A whole school overview is attached and a more detailed breakdown will be found in our PSHE Scheme of Work. Throughout this policy where we refer to DATE we mean Drugs, Alcohol and Tobacco Education.

Aspects of Drug, Alcohol and Tobacco Education will also be delivered through:

- PSHE, RE and Science lessons.
- Whole school and year group assemblies.
- Visits by outside agencies such as the school nurse, police officers, theatre groups and drug advisory services.
- Pastoral support of pupils who are affected by drug, alcohol and tobacco use and misuse

This policy has been written with reference to current DfE advice 'DfE and ACPO drug advice for schools' and 'Relationships Education, Relationships and Sex Education and Health Education July 2018, OFSTED guidance on 'Inspecting Safeguarding in maintained SCHOOLS AND ACADEMIES' and good practice as outlined by ADEPIS-Mentor.org and the PSHE Association.

Through this policy we aim to:

- Enable children to make healthy, informed choices through increasing their knowledge, challenging preconceptions and practising skills such as managing personal safety, decision making and dealing with peer pressure.
- Develop understanding and awareness of the possible consequences of drug use and misuse.
- Encourage an understanding approach towards those experiencing or likely to experience drug use by themselves or others (including those dependant on medicinal drugs).
- Develop understanding about related mental and emotional health, social and legal issues.
- Enable children to identify where help, advice and support can be found.

We intend to achieve these aims through:

- The specific teaching of age appropriate Drug, Alcohol and Tobacco Education from EYFS through to Year 6.
- The reinforcement of key messages (such as making informed choices, building self-esteem) at different ages through a cross-curricular approach..

- Ensuring that our Drug, Alcohol and Tobacco Education is age appropriate, meets the needs of all children and is inclusive of those with special educational needs and vulnerable learners.
- Involving the whole school community in reinforcing key messages.
- Providing training and support for teachers in the planning and teaching of Drug, Alcohol and Tobacco Education.
- Ensuring that resources, schemes of work and relevant policies are regularly reviewed and kept up to date.

Creating a safe learning environment

Teachers will establish and reinforce ground rules which have been devised in collaboration with pupils. Ground rules will be revisited at the beginning of every lesson and reviewed regularly with the class. Pupils will be invited to write down any questions they have anonymously at any time and these will be collected in an anonymous question box or envelope (which will be accessible in and after every lesson). To ensure that pupils do not feel self-conscious about being seen to be writing a question, all pupils can be asked to write something, i.e. a question or 'no question'. Time will be set aside at the end of each lesson for this.

Teachers will ensure that the school's safeguarding policy is adhered to at all times

Teaching Methods

Teachers will use a wide range of active learning strategies to deliver Drug, Alcohol and Tobacco Education such as continuums, diamond '9's, silent debates, graffiti walls, role play, circle time and quizzes. This will include group work, paired work and independent learning.

Partnership with parents

Parents will be kept informed of topics that their children will be learning about within PSHE provision via the school website/school updates/newsletters/letters to parents/carers. This will include details of themes and aspects covered each academic year. Where appropriate, parents will be invited to attend assemblies and workshops

Use of visitors

All visitors will be required to be familiar with the aims and objectives of the policy and to deliver all training in line with Gospel values and relevant safeguarding protocols and school procedures.

Pupil Voice

Pupils will be given the opportunity to evaluate and reflect upon their learning. Pupil feedback will be used by teachers to inform future planning and provision.

Staff CPD

Teachers and adults who work in class will be given the opportunity to attend INSET training on the delivery and provision of DATE. This may be in-house or staff may attend external training and share their feedback with all appropriate staff.

Links with other policies

Our Drug, Alcohol and Tobacco Education will be in line with other whole school policies such as e-safety, PSHE, Behaviour and Relationship and Sex Education, PSHE education and Herts County Council guidance.

Assessment

Drug, Alcohol and Tobacco Education will be assessed in line with whole school approaches to the assessment of PSHE. Baseline assessment will take place at the beginning of drug, alcohol and tobacco lessons to provide an insight into pupils' existing knowledge, understanding, skills attitudes, beliefs and vocabulary and to enable pupils to reconnect with their prior learning – the 'big' picture. Where possible, lessons will include an activity that can easily be revisited at the end of the lesson to demonstrate progress and to evidence learning, e.g. 'draw and write', mind mapping. Additional evidence of children's learning will be through teachers' planning, photographs of lessons or special events.

Resources

Many of the general PSHE resources contain support material for Drug, Alcohol and Tobacco Education. In addition, teaching activities will be supported by access to:

- Lions Life skills 'Keys to Smoking' series
- The Christopher Winter Project 'Teaching drug and alcohol education with confidence in primary schools' lesson plans and resources for Years 1 - 6

Whole school Drug, Alcohol and Tobacco Education overview

Nursery

- Making choices: things that are good for us/not good for us
- Communities: people who help us in and outside of school – who to go to if we need help

Reception

- Keeping myself safe – people I don't know, don't touch unknown substances
- The role of medicines in managing ill-health and disease

Year 1

- Safe use of medicines – adult supervision/correct dosage etc.
- Recognise that medicines can be harmful if misused

Year 2

- Safe storage of medicines – where and why
- Dangers of smoking/passive smoking

Year 3

What is alcohol?

- The effects and dangers of alcohol
- Safety with household products

Year 4

- The harmful effects on the body of alcohol and smoking

- Peer pressure – how to deal with it and make informed choices, who to go to for help

Year 5

Why do people smoke and drink?

- Making decisions, being assertive with friends and peers.
- Drugs awareness – what do we mean by drugs? Why might people take drugs? Who takes drugs – stereotypes?

Year 6

- Legal and illegal drugs
- How drugs affect our body
- Risks associated with drug taking (smoking, alcohol, shisha, e products)
- How is drug taking presented in the media?
- Peer pressure – secondary transfer survival strategies

APPENDIX

Responding to possible drug related incidents

Any situation where drugs might possibly be involved should be treated seriously.

Each situation needs to be responded to individually as a variety of responses may be necessary. These responses may link to other policies such as Safeguarding, Behaviour, Health and Safety or Child Protection.

Parents should be informed as early as possible so that the school and parents can work together in supporting the child.

It is unrealistic to promise confidentiality and this should not be done, especially when there is a risk to that child or to another person. The child should be informed to whom information is being passed on. Information concerning risk to pupils or other people should be passed on to the Headteacher or Deputy Headteacher immediately so that parents, other appropriate adults and support services can be consulted.

In responding to a situation a balance needs to be found between the interests of the individual, other members of the school and the extended community. The safety and well being of the individual child is the main focus – not the drug.

Needles and syringes

If a needle or syringe is discovered within the school grounds then the district council should be contacted. They will arrange for the offending items to be collected and disposed of safely.

Guidelines on discovering drugs or similarly abusable substances

- Obtain medical help if necessary. Keep any evidence of what has been taken, such as the substance itself, packaging or vomit. (This includes adverse reactions to medicinal drugs).
- Take the substance from the child and place in a safe container. If at all possible a witness should be present. In all cases, a written statement should be made as soon as possible – this should be counter-signed by the witness, if present.
- Notify parents or guardians immediately.

- Inform the police (School's Liaison or Community Officer) if it is considered appropriate and follow their advice.
- If longer term support is needed, develop an action plan to help the child in consultation with the parents and other relevant agencies including counselling services.