



## ALDERMAN JACOBS PRIMARY SCHOOL (ACADEMY TRUST)

### SUBSTANCE MISUSE POLICY

#### **Aim**

In our school, we aim to ensure all children feel engaged with school, they trust the adults who care for them, that they feel some control over what happens in school and that they feel supported. Positive engagement with school is a major protective factor against later substance misuse. We hope to set this positive engagement firmly in place.

#### **Legislation and Guidance**

We have a duty to promote children's wellbeing and their spiritual, moral, social and cultural development. (Education and Inspection Act 2006) In fulfilling this duty, we enable children to learn a range of life skills through our PSHE curriculum. However, this is only part of the way we endeavour to protect children from later harm associated with substance use.

This policy is consistent with current national legislation (Education and Inspection Act 2006 and Learning and Skills Act 2000). It is also consistent with current national guidance (DfE and ACPO drug advice for schools 2012). Our policy also reflects recommendations from OfSTED (PSHE in Schools 2012) and the Drug Education Forum (Principles of Good Drug Education 2011)

This policy has been created by the Cambridgeshire County Council PHSE service and adopted and adapted to meet the needs of the academy. We also engage in the following areas of work, which support this policy and The Cambridgeshire PSHE service PDP which covers the delivery of effective substance misuse education and *Social and Emotional Aspects of Learning (SEAL) Programme*.

#### **Roles and Responsibilities**

The Governing Board will take an overview of this policy and the effectiveness of the programme of substance misuse education. A link governor will be encouraged to take a special interest in substance misuse education and its place within our broader PSHE provision.

Monitoring and evaluation of the policy is the responsibility of the *PSHE Co-ordinator*. Information will be gathered from the *Head Teacher, the PSHE Co-ordinator, staff, parent/carers and where appropriate children* to inform judgements about effectiveness. Records of substance misuse-related incidents will be reviewed to assist with the development of robust procedures.

We regard it as the shared responsibility of all adults working within the school to model responsible substance use related attitudes and behaviour and to respond appropriately to a pupil's request for information or guidance.

Teaching and support staff will have the same responsibility for contribution to the delivery of the taught substance use education curriculum as they have for other components of the curriculum.

The PSHE Co-ordinator is responsible for reviewing and evaluating substance use education at our school. The PSHE Co-ordinator will report to the Head Teacher.

Staff will be assisted in their planning and delivery of the curriculum by the PSHE Co-ordinator who will, with support, develop long and medium term planning, provide lesson plans and activities for colleagues, collate assessments, access support from out of school where necessary and plan INSET to meet staff needs.

Governors have the responsibility to update their own knowledge and awareness, so that they can contribute to monitoring and evaluation of policy and practice. The PSHE Co-ordinator will support with this.

## **Definition**

Throughout this policy we use the following definition:

A substance can affect how a person thinks, feels or behaves (World Health Organisation). The term includes medicinal, non-medicinal, legal and illegal drugs. Therefore, substance or drug refers to alcohol, nicotine, volatile substances (solvents, aerosols etc.), medicines, illegal drugs and new psychoactive substances (legal highs).

## **The Context of Our Substance Misuse Policy**

Our shared view of substance misuse education

*'We believe that drug education should help children and young people develop their knowledge about drugs, their skills in taking decisions, and to develop a positive attitude towards their own health.'* Drug Education Forum

At our school, we believe that good substance misuse education is supported by a consistent, whole school approach and promoted by the provision of excellent PSHE. It is part of the entitlement for all our children, whatever their age, level of development or social, cultural or religious background. It is planned for and taught in the context of our comprehensive PSHE programme.

We see substance misuse education as an important component in the wider area of risk education. We recognise that giving information about substance misuse alone will have a minimal impact on children's abilities to keep themselves safe with substances. We will therefore address issues of peer and media influence and will explore with children their different responses to risk and challenge, develop

assertiveness, improve communication with peers and adults and enable them to reflect on the factors that influence their decisions.

Substance misuse education is part of the wider agenda of promoting positive relationships and healthy lifestyles for children to which many individuals and organisations in our community contribute. Our work in substance misuse education contributes to meeting local and national priorities as described in strategies such as: *Safeguarding and Child Protection, Every Child Matters and National Drug Strategy 2017-2026*

In whatever capacity we work with children, we recognise our shared responsibilities regarding their health and wellbeing. We also recognise that this policy has a bearing on children's whole lives, not just their time in school. Therefore this policy describes our strategies for keeping children safe in relation to substance use, both on and off the school premises.

### **Policy for substance Education in Our School**

Our work in substance misuse education is set in the wider context of our school values and ethos:

- Energy for learning: progress, skills and attitude.
- Energy for life: health, aspirations and sport
- Energy for the environment: respect, passion and being "green"
- We promote a healthy, safe and caring environment for all pupils and staff.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.

### **Our aims for substance misuse education**

All adults will work towards achieving these aims for substance misuse education in our school. We seek to enable our children to:

- Understand that substances affect how a person thinks, feels or behaves
- Understand that substances have potential benefits and harms
- Understand how to keep safe around drugs and household substances
- Recognise risky situations associated with drugs and substances and know appropriate ways to respond
- Consider attitudes to substances and people who use them
- Assess accuracy of information about substances
- Consider their perceptions of substance misuse amongst young people and compare this with actual levels of use
- Develop their decision-making skills in risky situations

- Learn how to be assertive in social situations
- Distinguish between different substances and consider their use, misuse, benefit and harm
- Consider how friends and the media might influence decision making
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Value and care for their own bodies.

### **Delivering the Substance Misuse Education Curriculum in our School**

We understand the importance of ensuring that all children in school gain similar information and experiences through substance misuse education. We will therefore follow the progressive, spiral curriculum for substance misuse education illustrated in this document. (Appendix 1)

The objectives of the curriculum for substance misuse education will mainly be delivered in designated PSHE lessons/Circle Time/ focused health topics.

Some aspects of substance misuse education will be delivered in other subjects, such as Science.

Some objectives of substance misuse education will also be met in enrichment activities. For example Visits from the Life Education Centre, our work as a Healthy School.

### **Teaching Methodologies**

#### **Ground Rules**

Substance misuse education is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together will ensure there are ground rules in place which ensure that every child feels safe and is able to learn in a supportive and caring environment. These will cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

#### **Answering Questions**

We acknowledge that sensitive and potentially difficult issues will arise in substance misuse education, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for substance misuse education. As a first principle, we will answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We will answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader. Questions may be referred to parents/carers. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection, in line with school policy.

Staff may also refer to external sources of information such as [www.talktofrank.com](http://www.talktofrank.com) to check information about substance misuse and toolkits on CAMBS PSHE PDP.

## **Distancing Techniques**

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos/DVD's to enable young people to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

## **Inclusion**

We understand the importance of ensuring that all children in our school receive their entitlement to substance misuse education. We will carefully consider gender, culture, learning needs and background when planning and delivering it.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

In order to ensure the substance misuse education curriculum meets the needs of all:

- We will encourage respect and discourage abuse and exploitation.
- We will not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we will review our substance misuse education programme to ensure that provision is made for those with additional needs. When working with children with additional needs we will consider:

- Their level of vulnerability
- Their use of medication
- Their need to develop self-esteem and positive body image
- The need to involve all staff and carers in policy development, planning and training
- Sources of support for pupils.

## **Substance Misuse in Our Community**

Many pupils will have parents, carers or family members who use, misuse or abuse substances, including medicine, alcohol and nicotine. Some will experience problematic alcohol use or illegal substance misuse by family members. We will take care to ensure that our substance misuse education programme takes into account possible misuse of substances by family members. We will work to ensure that the content of our programme does not stigmatise children or heighten their anxieties about their family members' welfare. It will be a high priority to determine and address the additional needs of children who experience the effects of substance misuse and abuse in their homes.

## **Resources**

We will refer to national guidance when planning our substance misuse education activities. For example Cambridgeshire PHSE curriculum, OfSTED guidance, Drug Education Forum.

All staff will primarily use the Cambridgeshire Primary Personal Development Programme when planning and delivering substance education.

### **Visitors and Community Agencies Supporting Substance Misuse Education in our School**

We may also make use of the expertise of visitors from the community and experts from outside agencies but this will be seen as an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. Such visitors will be made aware, in advance, of our policy and will be expected to work within it. They will work in collaboration with appropriate staff to ensure continuity and that the needs of the children are met.

We will use, if appropriate, 6D Working with Visitors -Planning Checklist when planning and reviewing such enrichment activities in substance misuse education.

### **Staff Training**

We understand that, in order to feel confident in teaching substance misuse education, staff need opportunities to develop knowledge, skills and attitudes and to share good practice. We recognise that all adults have different personal beliefs about and attitudes to substances and substance misuse education. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the substance misuse education curriculum.

### **Children's Participation**

As well as recognising that an interactive approach to substance misuse education will better develop the skills of our children, we will involve young people in the evaluation and development of their substance misuse education in ways appropriate to their age.

- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning using appropriate success criteria and set goals for future learning. Also with Personal Safety Questionnaire.
- We will consult children, through School Council, about their perception of the strengths of our substance misuse education programme and the areas to be further developed.

### **Working with Parents/Carers and our School Community**

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering substance misuse education. We will encourage this partnership by:

- Informing parents and carers by letter or leaflet of forthcoming SRE topics
- Inviting parents to learn more about resources and activities used in SRE

## **Monitoring and Evaluating Substance Misuse Education**

We are committed to the development of substance misuse education in our school. We will use the following indicators to monitor and evaluate our progress:

- A co-ordinated and consistent approach to curriculum delivery has been adopted
- A flexible approach to delivering substance misuse education that responds to children's needs (identified through consultation, research or observation) is in place
- There are clearly identified learning outcomes for all substance misuse education activities
- Opportunities for cross-curricular approaches are being used where appropriate
- The impact of training for staff and trustees on practice is evaluated
- Policy and practice is regularly revised and involves staff, trustees and where appropriate young people
- Opportunities for parents, carers and members of our community to consider the purpose and nature of our substance misuse education, for example, through substance awareness parents evenings
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.

## **Preventing, Reducing and Responding to Substance Misuse Situations and Incidents in our School**

In the following section we will use these terms:

**Substance use:** The consumption of any drug, alcohol, nicotine.

**Substance misuse:** Substances which harms physical, mental or social wellbeing. This could, for example, include physical or psychological dependence, improper use of medicines, intoxication, breach of school rules or the law.

**Authorised drug and substance use:** Where drug use is accepted by the school. Reference might be made to these in other of the school's policies e.g. Smoke Free Policy, Medicines Policy.

**Unauthorised Substance use:** Where use is restricted or prohibited e.g. *alcohol, tobacco, medicines or new psychoactive substances.*

## **Substance-related Situations**

A substance misuse-related situation is one involving the use of any authorised substance by a child or adult in school. A situation might be ongoing, but will have been discussed and planned for.

Substance related situations might include:

- The storage or use of alcohol on the premises by staff, parents or other users of our premises
  - The sale or award of alcohol e.g. raffle prizes
  - The storage or use of medicines on the premises by staff, parents or children
  - The use of tobacco or alcohol by staff, away from the premises, while taking part in events or residential trips.
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- Disclosure by a child of their own unauthorised or illegal substance use or alleged use by another person
  - Unauthorised or illegal substances being possessed or used on the school premises
  - Physical evidence of unauthorised or illegal substance use being found on or around the school premises
  - Supply or intended supply of unauthorised or illegal substances on the school premises
  - Community concerns about unauthorised or illegal substances use by an adult working with children
  - Community concerns about unauthorised or illegal substance use by children
  - Children disclose they are adversely affected by the substance use or misuse of others
  - The intimidation of a child by peers or others in relation to substance use.

## **Responding to Substance-related Situations and Incidents**

The use, possession or supply of illegal substances will not be tolerated on our school site, neither will the unauthorised use of legal substances, such as alcohol, tobacco, vaping and new psychoactive substances.

All staff will be aware of the basic procedures for dealing with a substance-related incident. The Head Teacher will take responsibility for any required action.

Responses to situations or incidents involving any substances will seek to balance the interests and safety of the individual and others involved.

The likelihood of a child being the instigator of a substance-related incident in school is extremely low. However, where an incident involves a child at our school, we will seek to involve parent/carers, if appropriate, and gain advice and support from specialist services and Children's Services. Exclusion may be a final option, if other sanctions have not been successful.

In the very unlikely event that a child's person or property must be searched for a prohibited item, such as an illegal or unauthorised substance, we will refer to DfE guidance.

Following every substance-related incident, procedures will be reviewed and evaluated. The Head Teacher will lead this review and will involve a link governor.



## **Responsibility for Preventing and Responding to Substance-related Incidents**

- Solvents and hazardous chemicals will be stored in accordance with our Health and Safety policy, which refers to Control of Substances Hazardous to Health (COSHH) Guidelines. The person responsible for overseeing this policy is the Head Teacher.
- If a substance is found on our premises, it will initially be reported to the Head Teacher, who will record the nature of the incident, take temporary possession of an illegal substance and report to the police, children's services as appropriate.
- In a situation where a child is involved in unauthorised substance use on school premises, the Head Teacher will normally inform the child's parents. If a decision is made not to inform parents, this will be documented.
- If the Head Teacher believes an offence has been committed by staff or pupils, he or she will consider informing the police.
- Should the press contact the school regarding a substance-related incident or situation, a press release will be issued in collaboration with the County Press Office. The Head Teacher will be the main contact for the press. We will refer to our 'Critical Incidents' policy.

## **Confidentiality**

Confidentiality guidance is not altered by the fact that a case involves substance misuse. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. It is likely that such responses will fall within the remit of other policies such as Safeguarding and Child Protection, Behaviour and Discipline and Health and Safety.

Staff may have to pass on information to fulfil their professional and moral duties in relation to:

- Child protection
- Co-operating with a police investigation
- Referral to external services, such as substance misuse agencies.

Any information disclosed to a staff member or other responsible adult, which is deemed to be of a serious nature, will be communicated to the designated person as soon as possible and always within 24 hours.

The designated person may choose to respect a child's wish for confidentiality only in cases where:

- There is no cause to believe that confidentiality will endanger or put the child or others at risk
- Disclosure itself may place the child at risk.

It is our policy to inform parents and carers as soon as possible, when a child has been involved in a substance misuse-related incident, except in situations where such information could prejudice their safety. The person responsible for Child Protection will be asked for guidance in this instance.

Children will be told clearly what information is to be passed on and to whom and their agreement will be sought. We will support the child in dealing with possible consequences.

## **School Boundaries and School Visits**

We will make clear to staff and parent/carers the rules which apply to individual visits or group trips, including other areas where direct responsibility lies with the parent/carer (primarily, school/home transport and the close environment of the school). In these situations we will work in partnership with parents/carers and, where appropriate, the wider community. Clear guidance will be given to staff regarding their supervision responsibilities and their own substance use (e.g. of alcohol, tobacco, vaping and medicine).

### Links with other policies

Confidentiality

Critical Incidents

Behaviour and Discipline

Anti-Bullying

Equality and Diversity

E- Safety

Healthy Lifestyles

PSHE and Citizenship

Safeguarding and Child Protection

Science

All referenced documents in **red font** can be found in the Drug Toolkit, Cambridgeshire Primary Personal Development Programme.

Statutory/ <b>Non-Statutory</b>							
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Abi Shepherd	Spring 2018	Achievement Committee	17 January 2018	3 Years	Spring 2021	<i>Cathy Carlisle</i>	<i>Utillend</i>
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