



Drugs, Alcohol and Tobacco Education Policy (DATE)

The member of staff responsible for overseeing and reviewing this policy is - **Sharon Gorrie**

Date of policy - **June 2024**

Date for review - **June 2026**

The policy has been drawn up in consultation with all teaching staff, other school staff, parents, pupils, governors, members of the wider school community and other agencies.

Location and dissemination

This policy document is freely available on request to the entire school community and is on the school website





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Rationale

At Arden we recognise the increasing drug use in society. The acquisition of knowledge, understanding and skills which enable young people to consider the effects of drugs on themselves and others is therefore of vital importance.

The term 'drug', throughout this document, includes medicines as well as tobacco, alcohol, illegal drugs, solvents and glues. We recognise the importance of exploring the beneficial use of drugs as medicines as well as the harmful effects of drug misuse.

Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that: 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

It goes on to note that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.'

PSHE education plays an important part in fulfilling all of the responsibilities.

This policy applies to School premises, day trips, and residential visits.

Aims

At Arden we believe that the essential aim of drug education should be to give pupils the facts (appropriate to their age and level of understanding), to emphasise the benefits of a healthy lifestyle and to give children and young people the knowledge and skills to make informed and responsible choices now and in later life.

We have prioritised the following objectives:





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- To promote pupils' self- esteem and confidence.
- To give accurate information about drugs.
- To consider and/or challenge attitudes pupils may have regarding drug use and misuse.
- To provide opportunities for pupils to be equipped with, and practise the skills they need to avoid the misuse of drugs.
- To help pupils to distinguish different drugs, consider their use misuse, benefits and harm.
- To minimise the harm from drugs to pupils.

Inclusion

- All children have the right of access to all areas of the curriculum. In certain cases the teacher must use professional judgement as to a child's needs and abilities when sensitive areas are covered.
- At Arden, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

To achieve this, the school's approach to Drugs Education will take account of:

- Ethnic and cultural diversity
- Varying home backgrounds
- Special educational needs



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Pupils who are assessed to be vulnerable will receive additional drug education support e.g. one to one support, additional sessions.

DATE will focus on three main elements:

Attitudes and values

- Exploring, considering and understanding attitudes and values towards drugs, drug use and drug users
- Developing critical thinking as part of decision making
- Learning to respect & value difference & diversity
- Having structured opportunities for the exploration of personal attitudes and values towards drugs, drug use & drug users
- Exploring attitudes and values towards drugs, drug use and drug user

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to make informed choices



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- Exploring the risks and consequences of their own and others' actions and choices in relation to drugs, drug use & drug user
- Learning how to recognise and avoid exploitation and abuse
- Developing interpersonal skill
- Having opportunities to develop a self esteem
- Learning about themselves
- Learning about playing a positive and active role as citizens

Knowledge and understanding

- Learning about a safe & healthy lifestyle based on accurate information.
- Learning accurate information about drugs, drug use & drug users
- Having myths & misunderstandings about drugs, drug use & drug users dispelled
- Learning about seeking appropriate help & advice
- Learning about their community and the society of which they are a part in relation to drugs, drug use & drug users
- Developing pupils' understanding of rules and laws



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Knowledge Rich Curriculum

"A knowledge curriculum specifies, in meticulous detail, the exact facts, dates, events, characters, concepts and precise definitions that all pupils are expected to master in long-term memory." Joe Kirby

At Arden we believe in the importance of providing a knowledge rich curriculum for all of our pupils. In this subject we teach the core National Curriculum content with a very clear emphasis on developing knowledge and vocabulary. We have a carefully constructed curriculum which is designed to ensure that children acquire powerful knowledge through a well-planned sequence of learning that builds on prior knowledge from year to year. We use explicit teaching and planned opportunities to revisit and relearn this core knowledge. Through knowing about the world children will then be able to develop their creativity, critical thinking and problem-solving skills in each discrete subject area.

Organisation

The **PSHE coordinator** is responsible for coordinating the policy and curriculum content.

DATE will be taught to mixed ability class groups, with and will be delivered as a rolling programme. There is a cohesive curriculum running from Year 1 to Year 6.

Most of the above mentioned areas will be taught as part of other areas of the curriculum. For example developing positive relationships with peers is delivered through Circle Time.

Other agencies and visiting speakers may be invited to input into the programme.

All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.



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The programme will be monitored as an ongoing part of the process by both teaching staff and pupils.

Safe Learning Environment

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion

Active learning

Active learning methods, which involve children's full participation, will be used.

Answering and Asking Questions

Responding to Pupils Questions

Children's questions will be answered through the use of 'Worry Monsters'. Through the use of 'Worry Monsters', children can raise anonymous questions by writing them down rather than asking them in front of the class. This also allows time for the teacher to answer carefully and sensitively sometimes in a whole class situation or maybe speaking to children individually.

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting





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- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lesson

Curriculum Content



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Year Group/Topic	Lessons
Year 1 Healthy Me	Medicine Safety/Safety with household items
Year 2 Healthy Me	
Year 3 Healthy Me	Attitudes towards drugs
Year 4 Healthy Me	Smoking including vaping Alcohol
Year 5 Healthy Me	Smoking including vaping Alcohol





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Year 6	Taking personal responsibilities
Healthy Me	How substances affect the body

Assessment and Recording

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme. Much of the work produced in our PSHE lessons is through discussion, but each child from Year 1 to Year 6 has their own Jigsaw Journal where they can record their work and reflections; EYFS record their work in a floor book. The process of assessment has a positive impact on young people's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways. They are made based upon children's responses in lessons, which can be written, pictorial, photographs or verbal and pupil voice.

See the marking policy for more detailed information on marking structures.





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Resources

Resources for DATE are kept in the PSHE cupboard and with class teachers.

Managing Drug Related Incidents

At Arden we recognise that drug related incidents in primary schools are rare but recognise the need for clear procedures should an incident occur. In all cases the Head teacher should be informed immediately. If there is any question of a medical emergency the school will immediately call for medical assistance.

Confiscating an illegal drug and its disposal

School staff will not attempt to analyse or taste an unidentified drug, but will take temporary possession of any drug suspected of being a controlled drug for the purpose of protecting our pupils from harm or committing the offence of possession.

If we suspect that a pupil is concealing illegal drugs, we will encourage the pupil to voluntarily surrender the drug. Under no circumstances will any teacher undertake an intimate physical search. If the pupil refuses, the Head teacher may decide to contact parents and/or the Police. We will always inform parents if the police are called to an incident. As our primary concern is the welfare of all our pupils, alternative action may be taken. For example, if we feel that parents are directly involved in the situation causing concern or that they may seriously over-react and cause harm to the child, we may have to inform other appropriate agencies.

If the drug cannot be identified it will be treated as illegal and will be removed and either secured until it can be taken to a pharmacist for disposal or handed to the police as soon as possible. We will always ensure that a witness is present when disposing of any drug. We will then decide how to proceed with due regard to Child Protection policy issues. We will keep a written record of the action taken when responding to incidents of this nature, irrespective of the seriousness of the case.





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The Site Manager will look for signs of drug misuse in his regular check of the school site and will make arrangements for the safe and secure disposal of dangerous matter in accordance with the above guidelines.

Smoking

At Arden smoking is not permitted anywhere on the school site, including the grounds. Any disregard for school restrictions on smoking will be treated as any other breach of school discipline.

Monitoring

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self review. The policy will be reviewed, after consideration of all of the above, annually.

Parental Involvement

Arden values its work in partnership with parents and carers and with the wider school community and sees this as an essential element of developing this policy and the school's drug education programme. We also aim to support parents in their efforts to inform their children. We do this through newsletters and the school website.

Support and Training

The governors acknowledge that the effective teaching of DATE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.





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Governors will also be offered an annual opportunity to be updated on any changes and developments.

Links to Other Policies and Documentation

The DATE policy forms part of the PSHE policy.

See also

Safeguarding

Equal Opportunities

Health and Safety

Behaviour

RHSE

Policy dated: June 2024

Ratified by governing body:

Signed by: (head teacher and chair of governors)

Review date: June 2026



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