

**THE EDUCATION VILLAGE ACADEMY
TRUST**



**DRUGS EDUCATION
POLICY**

EVAT Version Control Document

Version:	Date:	Policy Owner:	Amendments made by:	Details of amendments made:	Reviewed by:	Approved by:
V0.1	07.07.16	Steven Clough	Steven Clough	Update to create a cross Trust policy	Jonathan Lumb	
V0.2	15.07.16	Steven Clough	Cathy Knights	Alignment with EVAT policy format	ELT	Jonathan Lumb
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This policy is reviewed **every two years by** Policy Owner: **Su Gill**

The scheduled review date for this policy is **March 2025**

Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
 - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
 - putting children and young people first
 - behaving ethically
- **A**mbition and aspiration for all
 - irrespective of background or barriers – being truly inclusive
- **T**eamwork
 - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

This policy, and its associated procedures and protocols, are based on these key principles.

DRUGS EDUCATION POLICY

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Where reference is made to an 'Academy' or a 'School' the intention is that the policy is universal and applies to both N.B. Any reference to Principal may also include another member of ELT or SLT.

STATEMENT OF INTENT

This policy has been developed in conjunction with DfE guidance to ensure that everyone is aware of the risks posed by the misuse of drugs. The policy should be read in conjunction with policies identified later within this policy.

The aim of this policy is to acknowledge and clarify the Trust's role in drug prevention and drug education and ensure it is appropriate to pupils' needs.

The Trust aims to equip pupils with the knowledge, understanding and skills which will enable them to make informed social and moral choices which will lead to a healthy lifestyle.

The Trust and its academies are aware of the need to provide a safe and secure environment for all pupils and to deliver drugs education at an appropriate and realistic level.

The Academies have a statutory duty to liaise with their Education Standards Committees, parents, carers and appropriate outside agencies. The Principals will ensure that all staff dealing with substance issues are adequately supported and trained.

DEFINITION

For the purposes of this policy, a 'drug' is defined as any substance which, when ingested, alters perception and the way the body works. This definition includes, but is not limited to:

- alcohol
- tobacco
- solvents
- medicines (over-the-counter and prescribed drugs)
- illegal drugs such as cannabis, ecstasy, heroin, crack/cocaine and LSD.

The Trust believes that the possession and use of drugs in school or during the Academy day is inappropriate. All the drugs covered in this policy are not permitted to be bought, sold or otherwise obtained on Academy premises or during the Academy day, including when pupils are on external visits. These rules also apply to adults working at and for the Academy/Trust. Individual exceptions are made for pupils who need to take prescribed medicines where appropriate.

LEGAL FRAMEWORK IMPLEMENTATION

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children and Families Act 2014
- Education Act 2011
- Health Act 2006
- DfE (2012) 'DfE and ACPO drug advice for schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Searching, Screening and Confiscation'

This policy operates in conjunction with the following EVAT policies:

- Searching, Screening and Confiscation Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Administering Medication Policy
- School Behaviour Policies
- Physical Intervention Policy
- Smoke-free Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Suspension and Exclusion Policy
- Primary/Special School Relationships and Health Education Policy
- Secondary Relationships, Sex and Health Education (RSHE) Policy

ROLES AND RESPONSIBILITIES

The nominated person in each Academy is as follows:

Haughton Academy: Su Gill (Principal)

Beaumont Hill Academy: Gemma Elysee (Deputy Headteacher)

Springfield Academy: Richard Gartland (Principal)

Gurney Pease Academy: Alison Sinclair (Principal)

Marchbank Free School: Tess Wright (Head of School)

The Education Standards Committee (ESC) will be responsible for:

- Ensuring that effective policies and procedures are in place to make sure that pupils are kept safe from alcohol and drugs at school.
- Ensuring that this policy is maintained and disseminated to all relevant stakeholders.
- Ensuring that pupils experiencing difficulties with alcohol and/or drugs can access the support they need.
- Working with the Principal, and in liaison with staff, parents, pupils, health and other professionals, to ensure that the relevant curricula, e.g. RSHE and PSHE/Personal Development, addresses the needs of pupils and the local community, and reflects current trends.
- Ensuring that the ESC link for safeguarding includes information regarding drug- and alcohol-related incidents as part of their visitor report.

The Principal will be responsible for:

- The day-to-day management of this policy.
- Working with governors to ensure compliance with relevant legislation.
- Informing the ESC of any issues and developments concerning drugs and alcohol.
- Acting on any concerns arising from pupils' use of drugs and alcohol.

- Informing parents of any drug- and alcohol-related incidents concerning their child, where appropriate and where doing so will not place the child at risk.
- Inviting the local police and drugs team into school to raise awareness of the risks and issues associated with drugs.
- Informing the police of any drug- or alcohol-related decision, where they deem it appropriate to do so.
- Ensuring a consistent approach to managing drug and alcohol incidents.

The DSL will be responsible for:

- Ensuring that staff have the skills to teach and discuss issues relating to drugs and alcohol.
- Ensuring that pupils experiencing difficulties with drugs or alcohol are provided with appropriate internal support and referred to external support agencies as appropriate.
- Consulting with pupils to inform provision around drugs and alcohol education.
- Accessing appropriate training to enable them to successfully advise the school on drug and alcohol matters.
- Liaising with local services as necessary to provide support for pupils.
- Assisting with the monitoring and review of this policy.

Staff will be responsible for:

- Attending scheduled training concerning drugs and alcohol, including how to spot the signs and symptoms of use and dependency, identifying paraphernalia, and how to respond to a drug-related incident.
- Reporting concerns regarding pupils' use of drugs and alcohol to the DSL.

The site manager will be responsible for:

- Regularly checking the school premises for signs of drug and alcohol use and reporting any concerns to the DSL.
- Adhering to the Health and Safety Policy when handling needles found on school premises.

Pupils will be responsible for:

- Ensuring they do not bring illegal or prohibited drugs or alcohol onto school premises or whilst engaged in any off-site activity representing the school/trust.
- Ensuring they do not take drugs or consume alcohol whilst travelling to or from school.
- Contributing to the development of this policy by providing feedback on the effectiveness of the drugs and alcohol education provided, and on how incidents are managed.

In instances involving substance misuse or supply on the premises, and following discussion between staff members who know pupils well, parents/carers will be

informed at the earliest opportunity by the Principal. The Academy and parents/carers can then work together to support the young person involved.

If a young person admits to supplying substances off the premises, teachers' discretion will be involved, but the nominated person must be informed immediately. The nominated person will inform the Principal and the parents/carers will be contacted. Although there is no legal obligation to inform the police, the Academy would do so in order to gain advice and support.

The ESC may be involved in Drugs Education and drug-related incidents in the same manner as for any other matter concerning the direction of the Academy. The Academy will consider each incident individually and recognises that a variety of responses and strategies is necessary. In order to balance the interests of the pupil(s) concerned, the rest of the Academy and the local community, the Academy will carefully consider the actions it takes. Permanent exclusion may be warranted when all other reasonable steps have been taken. With regard to members of staff, the Academy follows the same policy on drug and alcohol misuse, designed to minimise the possible effects of substance misuse upon the user, other employees and the environment.

As the issue of substance misuse is an emotive one, the Academy may seek advice and guidance from its legal department to ensure that any reporting of incidents remains in the best interests of the pupil, family and Academy.

LINKS TO OTHER AREAS

Each Academy provides a planned drug education curriculum as part of the PSHE/Personal Development programme that reflects knowledge and understanding, attitudes and personal and social skills. Drugs Education is specified within National Curriculum Science from KS1 upwards.

STAFF TRAINING

The Trust recognises that early intervention can prevent drug misuse. As such, all staff will receive child protection and safeguarding training in identifying the signs that a pupil may be at risk, experiencing harm or is struggling upon induction and this will be refreshed annually. Staff will also receive regular and ongoing training as part of their professional development.

All staff will be particularly alert to the potential need for early help for a pupil who is misusing alcohol and other drugs themselves, or is in a family circumstance presenting challenges that includes drug and alcohol misuse.

THE CURRICULUM AND GUIDELINES FOR IMPLEMENTATION

EVERYDAY ASPECTS OF THE SUBJECT

Drug Education is regarded as a whole-Academy issue and opportunities to promote the importance of a safe and healthy lifestyle occur throughout the curriculum.

PLANNING STRUCTURE

PRIMARY: Within the Primary Academies, PSHE is integrated throughout the curriculum and is not usually taught through modules. However, for the older pupils, discrete topics may be taught either to complement cross-curricular topic work or to meet a specific need. Drugs Education would fall into this area.

Topics within the science curriculum on living things or those with a sporty theme give teachers the opportunity to look at a healthy diet and may include “drug education” at an appropriate level for the pupils.

SECONDARY: A five-year cycle of Personal Development work is in place across the secondary curriculum. Throughout the department, relevant drug education is delivered via planned units within that Personal Development programme. The topics are taught in discrete lessons. For those pupils for whom the planned units are not appropriate, the work is differentiated according to need and relevance, and delivered appropriately.

SPECIAL EDUCATIONAL NEEDS

Children with Special Educational Needs will be included in drug education and PSHE lessons. For those pupils for whom the planned units are not appropriate, the work is differentiated according to need and relevance, and delivered appropriately.

TEACHING AND LEARNING

Drugs Education will:

- Enable pupils to make healthy, informed choices by increasing knowledge, exploring their own and others people’s attitudes and developing and practising skills
- Promote positive attitudes towards healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implication and possible consequences of use and misuse
- Encourage an understanding for those experiencing or likely to experience substance use
- Widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and AIDS
- Raise awareness of the impact of drug use on potential education and careers
- Seek to minimise the risks that users and potential users face
- Enable young people to identify sources of appropriate personal support

The teaching styles will vary depending upon the pupils, content of the lesson and the resources available. Strategies will include discussion lessons, paired working, small group work, video recordings, prepared worksheets, practical sessions and visiting speakers.

COLLABORATION WITH OTHER PROFESSIONALS

The Academy will actively co-operate with other agencies such as the Police, Social Services and health and drug agencies to deliver its commitment to drugs education.

CLASS TEACHER'S RESPONSIBILITY IN DELIVERING THE SUBJECT

Usually, class teachers teach drugs education, but where appropriate, outside visitors may contribute and will be aware of the school Drugs Education Policy. Teachers have access to ongoing support and training as part of their own professional development and teaching materials are reviewed for quality and relevance. It is the responsibility of the class teacher to collate the records and track pupils' experiences. It is also the responsibility of teachers to evaluate the programme and relay findings to the RSE Subject leader/Co-ordinator.

MONITORING AND REVIEW PROCEDURES

This policy will be presented to the Executive Leadership Team. It will be reviewed every two years.

PUBLIC SECTOR EQUALITY DUTY (EQUALITY ACT 2010)

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is, they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.