



Sherborne Abbey
CE Primary School

Drug, Alcohol & Substance Misuse Policy

‘We seek to educate our children with factual knowledge about the risks posed by alcohol, drugs and substance misuse, so they are well equipped to make informed and safe choices.’

Reviewed April 2026

Next Review due April 2028

Sherborne Abbey CE Primary School

Drug, Alcohol & Substance Misuse Policy

This policy has been written with the underlying principles of a Church of England school.

As a Trust, with members who are Church of England Schools, this policy reflects the Christian values of honesty, compassion, respect and encouragement. We seek to ensure that all of our children learn and thrive in an environment completely free from the fear of intimidation by others.

Drug, Alcohol & Substance Misuse Policy

Aim of Policy

Sherborne Abbey CE Primary School see it as a priority to promote wellbeing and a healthy lifestyle to our pupils at every opportunity. Drug use and misuse can have a serious effect on health, well-being and academic achievement. Sherborne Abbey School therefore has an important role to play in the delivery of education around drugs and drug use.

Primary-aged children need to be protected from the harm that drugs can cause.

This policy provides a framework for an effective drug education which will help children to be healthy and keep safe.

Staff Responsible for Drugs, Alcohol & Substance Education

Head of School: *Mrs Lisa Thompson*

PSHE Lead: *Mrs Helen Kenyon*

Safeguarding Lead: *Mrs Lisa Thompson*

Lead Governor: *Mr Dan Hutchings*

Background Information to the Policy

Compliance with Statutory Requirements

Our policy is informed by the ACPO Drugs Advice for Schools (2012) and 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.

Further key national and local guidance, include:

- PSHE Association Drug and Alcohol Education Program of Study
- MENTOR Reviewing your drug and alcohol policy – a toolkit for schools
- Nicotine- and tobacco-free schools Policy development and implementations toolkit
- PANDorset Safeguarding Children Partnership

Official Definitions

The following terms are used in this policy in relation to drugs:

- a drug is a substance people take to change the way they feel, think or behave
- the term drugs is used to refer to all drugs including; illegal drugs (those controlled by the Misuse of Drugs Act 1971), for example cocaine, cannabis, heroine, new psychoactive substances - 'legal highs';
 - o legal drugs, including alcohol, tobacco and volatile substances; and
 - o all over-the-counter and prescription medicines
 - o For more information, see List of the most commonly encountered drugs currently controlled under the misuse of drugs legislation by the Home Office.
- 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.

Drugs, Alcohol & Substances Education

Drugs education is an essential component of drug prevention; education can help to reduce the consumption of drugs, delay onset of first use and reduce the risks associated with drug use.

Aims of the Drug Education Curriculum

The school's drug education curriculum aims to:

- 1) Increase students' knowledge and understanding of:
 - a. The short- and long-term effects of drugs
 - b. UK laws relating to drugs
 - c. The impact of drugs on families, communities and personal behaviour
 - d. The prevalence and acceptability of drug use among peers
 - e. The moral, social and emotional issues surrounding drug use
- 2) Develop pupils' confidence and skills to make informed decisions to stay safe and healthy, including finding information and advice, and devising coping strategies
- 3) Enable pupils to explore their own and other people's attitudes towards drugs, drug use and drug related issues.
- 4) Provide pupils with opportunities to discuss attitudes and build skills to resist peer group pressure in relation to drug use.

Ensuring Drug Education is Effective

To ensure drugs education is effective, the curriculum will be delivered through the following approaches:

- Creating a safe and supportive learning environment which enables pupils to discuss concerns, feelings, and sensitive issues.
- Using a variety of teaching and learning styles which are active and interactive. This includes videos, information sheets, pamphlets, textbooks, visual aids and models, games,

role-play, the internet and visits by theatre groups. Any resources provided will be assessed to ensure they are current, relevant and appropriate to the pupils.

- Ensuring lessons are accessible to all pupils, including:
 - o Pupils with special educational needs and disabilities. We recognise that pupils with SEND can be more vulnerable to exploitation and bullying, which means it is essential to provide sensitive and age appropriate Relationships and Health Education, delivered using appropriate resources, small group work and providing CPD for teachers.
 - o Pupils from varying cultural and faith communities. The curriculum will be developed and delivered in a way which is open to all young people, but which recognises, respects and celebrates difference.
- Addressing questions from pupils and dealing with these honestly, sensitively and in the most appropriate manner. Questions will not be disregarded.

Confidentiality

If a pupil indicates that they are vulnerable or at risk, staff will refer to the Child Protection/Safeguarding policy. Teachers will regularly remind pupils that they cannot offer unconditional confidentiality but will reassure pupils that their best interests will be maintained.

Delivery of Drug, Alcohol and Substances Education

Drug education is delivered to students across all year groups through the PSHE (and Science) curriculum, and is taught within dedicated PSHE lessons/ Subject specific e.g. Science / Assemblies/Special weeks e.g. Wellbeing Weeks. The PSHE curriculum will be delivered to students through a variety of whole class lessons, smaller group work and where relevant, in one-to-one sessions.

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 – particularly our popular SCARF workshops. Other contributors to the education programme include youth workers, substance misuse team, school nurses and other health care professions such as specialist drug agencies, the police and theatre-in-education groups.

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 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.

Assessing and Monitoring Drug, Alcohol & Substances Education

The PSHE Lead will be responsible for the overall monitoring of drug education. This will include:

- 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
- Evaluating the programme by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained.
- Recommending targets for whole school development

Training Staff to Deliver Drug Education

It is important that staff deliver PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE.

Continuing professional development will be provided through a range of options, including individual study and development, in-house CPD and external training courses.

Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues