



learning
without boundaries



'Supporting schools to develop
the physical and emotional
health and wellbeing of their
community'

Guidance for writing a Personal Social Health and Economic education (PSHEE) policy including Sex and Relationship Education and Drug Education/Incidents (including alcohol, tobacco, novel psychoactive substances i.e. 'legal highs' and volatile substances)

Introduction

Both the primary and secondary curriculum is currently being reviewed by the government. While the review is being conducted, the existing National Curriculum requirements for both primary and secondary schools will remain in force and schools should plan on that basis. PSHEE is non-statutory but there are aspects such as SRE and Drug Education that form part of the statutory science curriculum. Academies do not have to follow the national curriculum. They can choose their own curriculum, as long as it is broad and balanced and includes English, mathematics and science. PSHEE is also part of a separate government review which was due for publication in Summer 2012.

Ofsted is currently reviewing the way inspectors gather evidence to inform subject surveys but it recognises the contribution that PSHEE is able to make to a broad and balanced curriculum and also support the 'social, moral, spiritual and cultural' aspect.

We recommend that a school's PSHEE policy combines SRE and Drug Education. Consequently in this guidance the first section concerns policy statements applicable to generic PSHEE and also common to SRE and Drug Education. The subsequent appendices on SRE and Drug Education contain statements that are specific to those areas. In the guidance the italicized sections are comments to support the PSHEE co-ordinator.

Joe Adolphe
Improvement Officer Health and Wellbeing
October 2012

A model Personal Social Health and Economic Education (PSHEE) Policy

Introduction

| | |
|---|---|
| Name of school: Surrey Street Academy | |
| Date policy was completed: 27 March 2012 | |
| People responsible: Ann Smith, PSHEE Co-ordinator, and Abdul Haque, Wellbeing Governor | <i>Who were the people directly involved in writing the policy?</i> |
| Who is responsible for co-ordinating the subject: Ann Smith, PSHEE Co-ordinator | <i>Job title as well as name to be put in case of staff changes</i> |

Background information

| | |
|---|--|
| Description of the school: There are 300 pupils in our school. The large majority of pupils are from a wide range of ethnic backgrounds and the proportion that speaks English as an additional language is much higher than average. Similar proportions of pupils have special educational needs and/or disabilities and while the numbers are falling overall, there are an increasing number at the higher levels of need. The proportion known to be eligible for free school meals is much higher than average. Our obesity levels at both YR and Y6 are above the local and national average. We are located in an area with a high rate of teenage pregnancy. | <i>Include such information as pupil roll, ethnic and religious mix, SEN, FSM, EAL. If relevant make reference to relevant health data e.g. teenage pregnancy, drug use, obesity</i> |
|---|--|

Consultation process:

- The draft policy was placed on our website and parents were offered an opportunity to comment. The PSHEE Co-ordinator also met with representatives from our Friends group to discuss the aspects of the curriculum especially those such as SRE that could prove controversial.
- Staff were consulted at relevant staff meetings.
- Pupils views were sought at class and school council meetings.

How was this policy developed, what was the process, which stakeholders were involved, how were opinions sought?

Certain aspects of PSHEE (eg SRE and Drug Education) may cause controversy as it challenges personal beliefs and values and it is important that these issues are discussed. Outline any controversial issues discussed and what the agreement was. If there were no controversial issues, this does not need to be included.

Policy Statement**What are our aims for PSHEE?**

Our PSHEE programme aims to provide learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. (PSHE Association 2011)

Define what PSHEE is and the curriculum aims.

Why should it be taught?

PSHEE makes a major contribution to our school's responsibilities to:

- promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)
- achieve the whole curriculum aims
- promote community cohesion
- Equality Act 2010

Primary schools: The National Curriculum (1999) has two broad aims that provide an essential context within which schools develop their PSHE programme. They are:

- *Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve.*
- *Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.*

Secondary schools: The aim of the National Curriculum (2008) is to enable all young people to become:

- *successful learners who enjoy learning, make progress and achieve*
- *confident individuals who are able to live safe, healthy and fulfilling lives*

| | |
|---|---|
| | <ul style="list-style-type: none"> • <i>responsible citizens who make a positive contribution to society</i> |
| <p>How does PSHEE support our school aims? The PSHEE curriculum supports our school aims and values as it helps our pupils to:</p> <ul style="list-style-type: none"> • develop an understanding of citizenship and their role in the community; • develop high self-esteem, confidence and a true feeling of self-worth and develops a sense of responsibility; • acquire a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility; • understanding and mutual respect of other religions, races, cultures, gender, people with disabilities and associated points of view. | <p><i>Make the link between aims of school and PSHEE</i></p> |

Organisation, planning, delivery and assessment

| | |
|---|--|
| <p>How is PSHEE organised in the school The scheme of work for PSHEE provides a developmental programme that both consolidates and further extends existing knowledge, skills and understanding. The SoW for Key Stage 1 builds on the knowledge, skills and understanding identified in the Early Learning Goals, especially that related to personal, social and emotional development.</p> <p>PSHEE provision is through a combination of:</p> <ul style="list-style-type: none"> • Discreet curriculum time – At KS1 pupils have a weekly 30 minute lesson and at KS2 this increases to 45 minutes. • Teaching through and in other subjects/curriculum areas e.g. issues, and relationships. • PSHEE activities and school events e.g. Anti-bullying | <p><i>Describe how you organise and cover your PSHEE programme, giving examples. It's recommended that it is taught through:</i></p> <ul style="list-style-type: none"> • <i>Discreet curriculum time</i> • <i>Through other subjects and areas of the curriculum</i> • <i>PSHEE activities, school events and 'drop down' days.</i> <p><i>Identify the provision for each year group. The key themes and areas to be covered. Include references to National Curriculum requirements and guidelines. A long-term plan should be attached as this provides the 'big picture' of what will be delivered and when.</i></p> <p><i>Also identify extra-curricular and cross curricular opportunities that support or contribute to the planned teaching and learning e.g.</i></p> <ul style="list-style-type: none"> • <i>RE: religious and moral beliefs, values and practices that</i> |
|---|--|

week, Health Lifestyles Week, School Council Election Week.

A detailed curriculum map is available from the PSHEE co-ordinator.

- underpin and influence personal and social
- *English*: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;
- *maths*: aspects of financial capability; counting and sharing; data handling;
- *science*: drugs (including medicines); sex; health; safety and the environment; ethical issues;
- *design and technology*: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
- *ICT*: communicating with others via e-mail; finding information on the internet and checking its relevance;
- *history*: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- *geography*: topical issues concerning environment, sustainable development, land use; study of children' own locality and places in different parts of the world, including less economically developed countries;
- *art and design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- *music*: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- *PE*: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;

Teaching methods and approaches used

Wherever possible we use 'active learning' strategies to teach PSHEE. We ensure that these take into account the age, development, understanding and needs of our children.

Pupils will need to work in a secure and safe environment that will allow them to explore their own and others' attitudes, values and beliefs.

Teachers will need to be aware of how to deal with and address issues regarding:

- **Confidentiality:** This is applicable for all staff in our school. Confidentiality for young people cannot and must not be guaranteed by school staff. The boundaries of confidentiality should be made clear to children and young people. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to child protection.
- **Child protection:** It is the responsibility of every member of staff to know and abide by the school's child protection procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed on to the school's Child Protection Co-ordinator. To do nothing is not an option.
- **Answering difficult questions:** Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHEE. To this end ground rules need have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an

Describe what teaching methods and approaches you use in your PSHEE programme.

PSHEE is most effective when it uses a wide variety of active learning approaches. Active involvement in the life of the school and wider community should help young people recognize and manage risk and take increasing responsibility for themselves and their choices. A supportive school ethos where there are effective relationships between all members of the school community and where pupils play an active part in decision making and where school policies are compatible with what is taught in PSHEE is important in providing an appropriate context for the delivery of PSHEE

individual basis. Using distancing techniques provides a valuable tool for discussing sensitive issues, avoiding personal issues.

- **Dealing with Sensitive Questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way, which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher should be informed and the usual child protection procedures followed.
- Where appropriate, the school nurse or another professional will be invited in to provide follow-up and deal with some of the questions.

- **Suggested Ground Rules**

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a

| | |
|---|--|
| <p>personal question.</p> <ul style="list-style-type: none"> • No one will be forced to take part in a discussion. • Meanings of words will be explained in a sensible and factual way. | |
| <p>How is progress assessed, recorded and reported to parents?</p> <p>We utilise various methods to assess children’s learning. AfL strategies are embedded into our teaching. Record of pupils’ progress is done at regular interval and always at the end of a module or theme. Parents/carers are informed of their child’s progress in the end of year reports.</p> | <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • <i>How is it integrated into the planning</i> • <i>Various methods used</i> • <i>How children involved (AfL)</i> <p><i>Recording:</i></p> <ul style="list-style-type: none"> • <i>Who, how and where is assessment information recorded e.g. teacher record book, pupil folder/book,</i> <p><i>Reporting arrangements:</i></p> <ul style="list-style-type: none"> • <i>Who and when will children’s progress in PSHEE be reported to parents.</i> <p>See PSHE at key stages 1-4: guidance on assessment, recording and reporting <i>that can be downloaded from</i> http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe</p> |
| <p>PSHEE Resources</p> <p>We have a wide range of resources for PSHEE. They incorporate a variety of learning styles and include videos, CD-ROMs, posters, leaflets, games etc.</p> <p>Resources present positive images and reflect the values that the school wishes to promote. They:</p> <ul style="list-style-type: none"> • provide breadth and balance • Are factually accurate and up-to-date • Are free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability | <ul style="list-style-type: none"> • <i>What criteria do you use for selecting resources? You do not have to name resources that you use, as this will be change as new resources become available. What is important is how you choose them to make sure that they are appropriate.</i> • <i>Who approves all new PSHE resources? eg PSHE coordinator</i> • <i>Where are resources stored and who has access to them</i> <p><i>Questions to ask when selecting resources:</i></p> <ul style="list-style-type: none"> • <i>Are the underpinning values and beliefs stated and are they consistent with those of the school?</i> |

Our resources support and facilitate an 'active learning' approach to PSHEE. Any published schemes of work, that we use have been evaluated before being purchased to ensure that opportunities are provided for children to actively participate in learning.

An important part of PSHE is challenging misconceptions and there will be opportunities to use resources that present negative messages and images. These can be used to challenge stereotyping, misinformation and myths etc especially those perpetrated through the media.

All new resources must be approved before use by the PSHE Co-ordinator

- *Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?*
- *Do activities cover a range of teaching and learning styles?*
- *Is there guidance on evaluating activities?*
- *Are the materials free from stereotypes?*
- *Do the materials take account of religious, cultural and physical diversity and special educational needs?*
- *Has the material been developed in consultation with pupils and teachers and has effectiveness been evaluated?*
- *Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?*

Teaching and learning

- *Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?*
- *Is active learning promoted?*
- *Are discussion and reflection encouraged?*
- *Do the activities cover the development of knowledge, skills and attitudes?*
- *Is the content differentiated and can it be adapted for use with particular groups of pupils?*
- *Is guidance given on assessing learning outcomes?*

Content

- *Does the content covered meet with pupils' needs?*
- *Is the content factually accurate and balanced?*
- *Are learning outcomes clearly stated?*
- *Are learning outcomes sufficiently challenging?*
- *Is the content appropriate to the needs of pupils in terms of language, images, attitude, maturity, understanding and*

knowledge required?

- *Does it include positive images of a range of people and will the imagery and language appeal to pupils?*
- *Do the activities encourage pupils to think about their attitudes and values and take account of a range of perspectives?*
- *Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?*

Curriculum issues

- *Does it contribute to broad and balanced PSHE provision?*
- *Does the material say how it covers statutory and non-statutory learning outcomes?*
- *Does the resource support continuity and progression across key stages and curriculum subjects?*
- *Can the materials be adapted to differing curriculum models and school timetables?*

Staff professional development

- *How is your staff's professional development needs in PSHEE identified?*
- *What is done to meet those needs?*
- *How is PSHEE part of the school's induction programme for new members?*
- *How is the staff able to access external support programmes?*

Links to pastoral systems and community services

Pupils' awareness, knowledge and accessibility of pastoral services within the school:

- *What pastoral services do you have for children to use in school? Eg. playground buddy schemes, peer and school based counsellors, Drop-in services, friendship stops, Place 2 Be.*
- *How are pupils informed of these services?*

Pupils' awareness, knowledge and accessibility of community services:

- *What age appropriate external pastoral services do you advertise in school for your children / young people? Eg Childline,*
- *How are pupils informed of these services?*

Links with other policies

List other school policies that relate to PSHEE and state how they are relevant:

- *e.g. Assessment policy, Child Protection / Safeguarding Children Policy, Behaviour Policy, Anti-bullying Policy, Equality Policy, Health and Safety Policy, Confidentiality Policy, Complaints Procedure, Teaching and Learning Policy, Inclusion Policy, Non smoking Policy, Food Policy, Physical Activity Policy*

Dissemination

How will this policy be shared with teachers, parents and pupils?

- *To ensure the full effectiveness of this policy it needs to be shared with teachers and parents. Pupils should also be made aware of relevant sections and this can be done through school and class councils or as part of PSHCE lessons.*

- | | |
|--|---|
| | <ul style="list-style-type: none">• <i>E.g. through newsletters, the school's website, school council etc</i> |
|--|---|

Monitoring and evaluation

| |
|---|
| <i>Who will monitor the implementation of the policy?</i> |
|---|

| |
|---|
| <i>When it was agreed and when it will be reviewed?</i> |
|---|

| | |
|---------------------------------|-------------|
| Signature of Headteacher: _____ | Date: _____ |
|---------------------------------|-------------|

| | |
|------------------------------|-------------|
| Signature of Governor: _____ | Date: _____ |
|------------------------------|-------------|

Appendix relating to Sex Relationship Education (SRE)

Introduction

SRE Guidance (DfES 2004) recommends that all schools must have an up-to-date policy which is made available for inspection and to parents. The policy must:

- i. define sex and relationship education;*
- ii. describe how sex and relationship education is provided and who is responsible for providing it;*
- iii. say how sex and relationship education is monitored and evaluated;*
- iv. say how those who miss sex and relationship education will catch up*
- v. include information about parents' right to withdrawal; and*
- vi. be reviewed regularly.*

It is essential that governing bodies involve parents, staff and children / young people in developing and reviewing their policy. This will ensure that they reflect parents' wishes and the culture of the community the school serves.

The policy will also need to reflect the views of teachers and pupils. Listening and responding to the views of young people will strengthen their confidence and self-esteem.

Aims of Sex & Relationship Education

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHEE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Define what is meant in your school by SRE. This is in order to avoid confusion and misunderstanding. SRE Guidance (DfES 2000) provides the definition to the left:

SRE has three main elements:

- **attitudes and values**
 - learning the importance of values and individual conscience and moral considerations;*
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;*
 - learning the value of respect, love and care;*
 - exploring, considering and understanding moral dilemmas; and*
 - developing critical thinking as part of decision-making.*

- **personal and social skills**
 - *learning to manage emotions and relationships confidently and sensitively;*
 - *developing self-respect and empathy for others;*
 - *learning to make choices based on an understanding of difference and with an absence of prejudice;*
 - *developing an appreciation of the consequences of choices made;*
 - *managing conflict; and*
 - *learning how to recognise and avoid exploitation and abuse*
- **knowledge and understanding**
 - *learning and understanding physical development at appropriate stages;*
 - *understanding human sexuality, reproduction, sexual health, emotions and relationships;*
 - *learning about contraception and the range of local and national sexual health advice, contraception and support services;*
 - *learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and*
 - *the avoidance of unplanned pregnancy*

Organisation, planning and delivery

Who is responsible for co-ordinating the subject?

Ann Smith, PSHEE Co-ordinator

Please add title as well as name in case of staff changes

Consulting with parents and pupils

We regularly consult with parents about the school's delivery of SRE. Policies are available on the school website, letters are sent

SRE Parents Leaflet (DfES 0706/2001) makes the following recommendation - "As a parent / carer, you are the key person for

| | |
|--|---|
| <p>out at the beginning of the school year/term and parents invited in to school to look at resources prior to their use</p> <p>Pupils' views on SRE are obtained through the school council, and questionnaires at the end of term.</p> | <p><i>your child's learning about sex and relationships. Schools should always work in partnership with parents / carers. You need to know that the school's SRE programme will complement your role and support you as sex educator of your child. For example, governing bodies and schools should consult with parents / carers when developing or updating the school's SRE policy. They should ensure your views are heard and that taught SRE is culturally appropriate and inclusive of all children."</i></p> |
| <p>How it will be organised and covered?</p> <p>SRE is taught to all classes through PSHEE lessons. However, where applicable the statutory aspect of SRE that is part of the Science National Curriculum may be taught in those lessons.</p> <p>The PSHEE curriculum map and SoW provides more details.</p> | <p><i>There are aspects of SRE that are statutory and form part of the National Curriculum. However, there are also non-statutory aspects that form part of PSHEE. It is necessary to make this distinction as parents cannot withdraw their child from the statutory curriculum.</i></p> |
| <p>Parents right to withdraw their children</p> <p>If parents wish to withdraw their child from aspects of sex and relationship education, not in the statutory National Curriculum, parents must make an appointment to speak to the headteacher to discuss their concerns/objections. If concerns still exist, alternative arrangements will be made.</p> | <p><i>Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school <u>except</u> for those parts included in the statutory National Curriculum (Science). If parents insist on this, alternative arrangements should be made in discussion with the head teacher.</i></p> |

Appendix relating to Drugs Education/Incidents (including Alcohol, Tobacco, novel psychoactive substances i.e. 'legal highs' and volatile substances)

Introduction

Broadly, a policy should cover four areas relating to drugs, alcohol, and tobacco and the school:

- *The schools values and ethos on drugs*
- *The content and delivery of the school's drugs education programme*
- *The school's rules around drugs*
- *Drug incident management within the school and health and safety issues*

Aims of Drug Education

The school recognises the need to prepare and equip young people for life in a drug using society. The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions

The school recognises that it also needs to be ready and able to deal with the broad range of drug related situations and incidents which may occur in the lives of our pupils and others involved in the life of the school. The possession, use, or supply of illegal or unauthorised drugs is unacceptable. However, should an incident involving drugs occur it will be treated first as a medical issue. If illegal drugs are involved then the school will contact the police,

For information relating to disciplinary measures, see the schools behaviour policy. The school's policies on authorised drugs and medicines and schools can be found in the 'Managing medicines in school' policy.

The Government's 'Drug Strategy 2010 Reducing Demand, Restricting Supply, Building Recovery: Supporting People to Live a Drug Free Life' states that schools have a clear role to play in preventing drug and alcohol misuse as part of their pastoral responsibilities to pupils.

DfE/ACPO guidance (2012) states that a clear statement that illegal and other unauthorised drugs are not acceptable within the boundaries identified within the policy. It is useful to make links with the school's Behaviour policy and 'Managing medicines in schools

Organisation, Planning and delivery

| | |
|---|--|
| <p>Who is responsible for co-ordinating the subject? The member of staff with responsibility for drug education are Ann Smith, PSHEE Co-ordinator and incidents in school is Mrs A.N.Other, Deputy Head</p> | <p><i>Specify named members of staff (from the senior management team) who will oversee and co-ordinate drug issues and their key role and responsibilities. This responsibility should include overseeing the planning and co-ordination of drug education and the management of drug related incidents. Use job title as well as name in case of staff changes</i></p> |
| <p>How it will be organised and covered? Drug Education taught to all classes through PSHEE lessons. Where relevant certain aspects may be taught as part of the Science National Curriculum.</p> | <p><i>Broadly outline the content of the programme</i></p> |
| <p>Definitions and terminology For the purposes of this policy, we will use the following terminology</p> <p>DRUG: This document uses the term to refer to any psychotropic substance that has potential to affect how a person thinks, feels, or behaves. This includes all legal drugs such as tobacco and alcohol, all illegal drugs, novel psychoactive substances ('legal highs'), volatile substances, over-the-counter and prescription medicines.</p> <p>ILLEGAL DRUGS:</p> <ul style="list-style-type: none">• Class A: crack, cocaine, ecstasy, heroin, LSD, methamphetamines, amphetamines if prepared for injection, magic mushrooms.• Class B: Amphetamines, Cannabis• Class C: GHB, Steroids, Valium, Ketamine, Temazepam, Diazepam. | <p><i>Due to changing definitions, classifications and terminology it is important to include this information in the policy</i></p> |

AUTHORISED DRUGS: Principally medicines and any other drugs sanctioned for legitimate use (such as alcohol stored securely for a raffle, safe storage and use of hazardous chemicals). In all other circumstances drugs are unauthorised whether legal or not.

'LEGAL HIGHS' Refers to a group of drugs more accurately called 'novel psychoactive substances'. These are designed to imitate the effects of illegal drugs, either stimulants, cannabis, or hallucinogens

DRUG USE: The consumption of any drug. All drug use, including use of medicines, has the potential to cause harm.

DRUG MISUSE: Drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

DRUG ABUSE: Drug taking which harms health or functioning. It may be part of a wider spectrum of problematic or harmful behaviour.'

Links with other policies

- Behaviour Policy
- Medicines in Schools Policy

Mention links to other policies but the Behaviour Policy and Medicines in School Policy have obvious links but there may be others that the schools might add.