

Quality Standards:
**School context for
effective alcohol and drug
education**

Who these standards are for:

School leaders and governing bodies,
and other members of staff in primary
and secondary schools -
including free schools, academies,
private schools, and faith schools –
responsible for, or involved in the
delivery of alcohol and drug education
or policy

Introduction

Who these standards are for

This set of standards is aimed at school leaders and governing bodies, and other members of staff in primary and secondary schools - including free schools, academies, private schools, and faith schools – responsible for, or involved in the delivery of alcohol and drug education or policy.

A proactive approach to alcohol and drug education and prevention

These standards set out the context that schools should be looking to develop to deliver effective alcohol and drug education (for which we have separate standards; '[Delivering effective alcohol and drug education](#)').

They also cover pastoral support and school policies so that pupils are quickly identified when vulnerable and are confident in asking for help and receiving support, and know that school rules about alcohol and drugs will be consistently applied.



A school's approach to alcohol and drugs is most effective when:

- It is addressed by the whole school community – staff, parents/carers, pupils, governors and the wider community;
- It is consistent with the school's values and ethos, developed by all members of the school community;
- Alcohol and drug education is part of a well-planned programme delivered in a supportive environment, where pupils feel able to engage in open discussion and feel confident about asking for help if necessary;
- Policy and practice for managing incidents are consistent with what is taught;
- Pupils' needs and views are taken into account when developing programmes and policies;
- Staff have access to training and support;
- It is supported by consistent messages from the family and community.

Schools can be most effective in supporting pupils' wellbeing (also in relation to decisions they make about use of alcohol and drugs) by taking a proactive approach. This relies on a protective and supportive school environment, high quality education, backed up by clear school rules and support for pupils with additional needs.

The Standards

There is clear leadership support for alcohol and drug education and prevention.

- A designated, senior member of staff has responsibility for the alcohol and drug policy and all alcohol and drug issues within the school.
- A designated school governor takes an active lead on alcohol and drug issues. All governors are aware of the school's approach to alcohol and drug incidents, education and priorities for improvement.
- Alcohol and drug education, and PSHE more widely, are prioritised. This is reflected, for example, in the allocation of resources, professional development and curriculum time.

A written alcohol and drug policy sets out the school's approach to incident management, alcohol and drug education and support.

- The policy is developed in consultation with the whole school community including pupils, parents/carers, staff and governors.
- Police and other relevant local agencies are also consulted in developing the policy.
- The response to alcohol and drug-related incidents should balance the individual's needs with the school's approach to alcohol and drug education. Pupils should be given the opportunity to learn from their mistakes through proportionate and constructive responses.
- Pupils, as well as parents, staff and governors are aware of school rules about alcohol and drugs, and generally supportive of these.

Alcohol and drug education is carefully planned and ongoing assessment, monitoring and evaluation ensure that it meets pupils' needs.

- The school's relationship with the police, local authority and/or other key community contacts enables alcohol and drug education to take account of the local context.
- A spiral curriculum ensures that lessons build on previous learning, as well as making links to other statutory subjects.
- Needs assessment, assessment of learning, monitoring and evaluation feed into regular reviews of alcohol and drug education, and PSHE more generally.
- Pupil voice is significant in evaluating provision.
- Education meets the needs of the full range of pupils, including those with SEN, and where appropriate, targeted provision for pupils who are vulnerable to alcohol and drug misuse.
- Teachers are the main providers of alcohol and drug education. External contributors are selected for the specific additional learning opportunities they can provide.

Teachers involved in delivering alcohol and drug education are skilled and confident with access to high quality training and support.

- PSHE is taught either by specialist teachers or non-specialists who have access to comprehensive support from a co-ordinator with expertise in the subject and responsibility for monitoring and evaluation.
- Teachers of alcohol and drug education have access to high-quality continuing professional development opportunities

All staff are confident about dealing with alcohol and drug issues.

- The school's safeguarding practice is good or outstanding according to Ofsted guidance. Responsibilities for all the different aspects of safeguarding are defined and transparent, and all staff are fully trained.
- All staff are aware of the school's policy on managing alcohol and drug related incidents, have a general awareness of alcohol and drug issues and know how to refer pupils to appropriate support.
- All staff are aware of the issues that may face pupils affected by alcohol or drug misuse in their families.

There are clear and effective processes for supporting pupils with additional needs relating to alcohol and drugs and referring them to external services where appropriate.

- Pupils know who they can talk to about their worries and concerns and there are ranges of ways they can get help.
- Incident management includes providing support to pupils involved.
- Pupils at risk of alcohol or drug misuse can be identified for early access to support through the school and other local services, whether or not an 'incident' has occurred.
- There is a clear procedure for assessing and meeting the needs of pupils with alcohol or drug misuse issues in their families.
- Clear referral protocols are agreed with local children and young people's services, health services and voluntary sector organisations to enable pupils to receive additional support where necessary (whether related to their own or others' use).

Parents and carers are aware of the school's approach to alcohol and drugs and have opportunities to be actively involved.

- Parents are made aware of the school's approach and the school rules relating to alcohol and drugs and alcohol and drug education
- Parents are involved in the planning and review of the alcohol and drug education programme and policy.
- Parents are encouraged to support their child's learning at home, for example through shared-learning activities.
- Parents are able to access information about alcohol and drugs and local and national sources of help.

Further reading and resources

- Centre for Analysis of Youth Transition (CAYT) <http://www.ifs.org.uk/centres/cayt>
- DfE and ACPO drug advice for schools <https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>
- DrugScope and Alcohol Concern, Assessment in Drug Education, a briefing paper for Teachers and other Drug Education Practitioners, Drug and Alcohol Education and Prevention Team, June 2006 <http://www.drugscope.org.uk/Resources/Drugscope/Documents/PDF/Education%20and%20Prevention/assessmentbriefing.pdf>
- FRANK <http://www.talktofrank.com/>
- Mentor ADEPIS, Identifying and supporting children affected by parental substance use <http://mentor-adepis.org/identifying-supporting-children-affected-parental-substance-use-resource-schools/>
- Mentor UK, Beyond the lesson plan <http://www.mentoruk.org.uk/wp-content/uploads/2013/01/3-DEF-Beyond-the-lesson-plan.pdf>
- Mentor UK, Reviewing your drug and alcohol policy: a toolkit for schools <http://mentor-adepis.org/reviewing-your-drug-and-alcohol-policy-a-toolkit-for-schools/>
- National Healthy Schools Standard <http://www.education.gov.uk/vocabularies/educationtermsandtags/3566>
- The European Network of Health Promoting Schools <http://ogsaudemental.files.wordpress.com/2009/04/reeps.pdf>



About ADEPIS

The Alcohol and Drug Education and Prevention Information Service (ADEPIS) has been commissioned by the Department for Education with the aims of:

- Developing a high quality information and advice service for practitioners; and
- Supporting the development of local capacity by promoting evidence-based programmes known to have an impact and building practitioner confidence.

To achieve these aims ADEPIS will:

- Make available differentiated support to practitioners building on practitioner needs, emerging trends and evidence of impact;
- Provide a two-way channel between policy makers and practitioners to ensure policies and strategies are translated effectively and that concerns from the field feed into policy;
- To use the best of national and international evidence to inform all work.

ADEPIS is a partnership between Mentor, DrugScope and Adfam. Further resources available on <http://mentor-adepis.org>

