



Drugs Plan 2018-19

Education to understand the world and change it for the better

Our plan for education to understand the world and change it for the better

CURRICULUM What we do	Thomas Tallis is a creative comprehensive school committed to a broad and balanced entitlement curriculum. Evidence informed, we aim to use consistently excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.	<p style="text-align: center;">Priorities 2018-19</p> <ol style="list-style-type: none"> 1. Achieve positive P8, with a focus on maths and English and aim for ALPs 2. (Curriculum Plan) 2. Respond to consultation on curriculum change at KS4 (Curriculum Plan) 3. Plan and achieve consistency in all aspects of teaching including home learning (Curriculum Plan) 4. Increase attendance to 96%, keep PA below 12% and exclusions below the national average. (Inclusion Plan) 5. Build links with parents, our local community and school partners so that no family is unknown to us. (Community Plan) 6. To implement, monitor and evaluate the Tallis Fair Workload Charter (Curriculum Plan) 7. Assure financial sustainability so that balanced budgets may be set from 2018-19. (Budget)
INCLUSION How we work	Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. Adults try to be good roles models at all times. We use feedback in all aspects of our life to develop young people's independence and improve our service. Despite external pressures, children are the heart of our school and each one is seen, valued and known. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.	
COMMUNITY Who we are	Community Tallis aims to commission, sustain and model the best possible context for our students. We seek enrichment for our students, improvement of their life outcomes and the development of innovative practice. We know, understand and work with parents, our community inside and outside school and in a national context to help students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do. All of our community and resourcing plans are based on this.	
<p>Above all, we mean what we say</p> <p><i>'It shines out of you that you really care about each and every student, that each student is given a fair chance, a decent education and treated as an individual.'</i> (Parent 2017)</p>		

Prevention				
	Focus	Key priorities	Success criteria	Rag rating
1.1	Internal messaging	<ul style="list-style-type: none"> Undertake parental questionnaire to find out more info, but also as a vehicle to send a message of expectation Student assemblies to warn/offer support for all year groups Review our website; including the new drugs policy, support your teen, drugs support, risks involved in taking drugs Include drugs in the warning to students prior to wandering 	Increased awareness of students and parents to the impact of drugs. Evaluated through questionnaire (student and parent).	
1.2	Early identification of students at risk	<ul style="list-style-type: none"> Undertake whole school tier identification in November (risk analysis) Group support sessions for those identified as potentially at risk Investigate the idea of more informal mentoring for those at risk 	Early identification and increased support evidenced. Case studies to show impact.	
1.3	External messaging	<ul style="list-style-type: none"> Amy Winehouse presentation to takes place for all year groups Investigate possibility of police presentation (possibly to vulnerable groups) 	Events to take place providing a message from an external audience.	
1.5	Education review	<ul style="list-style-type: none"> Review PSHCE and science curriculum to make sure it covers all aspects. Make sure that the adverse impact of drug use is covered somewhere in the curriculum (myth busting and linking to county lines education) 	Review and follow up evidenced.	
Support				
	Focus	Key priorities	Success criteria	Evaluation
2.1	Helping parents	<ul style="list-style-type: none"> Support your teen even and follow up organized (possibly a second informal advice event in the year) Advice on website to be expanded (links to relevant organisations) 	Better parental understanding evidenced by turnout and website.	
2.2	Integration of services	<ul style="list-style-type: none"> Review of current use of various services and whether they are fit for purpose Exploration of alternative drug support services to fill any gaps i.e. St Giles Trust 	Services to cover all areas of need.	
Sanction				
	Focus	Key priorities	Success criteria	Evaluation
3.1	Messaging	<ul style="list-style-type: none"> Policy included on website Assemblies/wandering to warn of potential outcome of being caught with/under influence of drugs Schools officer to visit tutor groups 	As 1.1	
3.3	Review policies/procedures	<ul style="list-style-type: none"> New policy to be included on website Review of current measures taken 	Policies and procedures fit for purpose.	

AT - 28/10/18