**Whole School Audit Tool – Vaping**

The aim of this audit tool is to consider your school or setting’s current practice in relation to how you support CYP impacted by vaping and how you work to reduce these challenges through a whole school / setting approach. It will highlight areas of strength whilst identifying areas which could be further developed.

How to use:

* Read the statements.
* Assign a RAG (Red/Amber/Green) rating to each of them.
* Identify areas for development.
* Use the action plan to plan next steps.

|  |  |
| --- | --- |
| **School / setting name:** |  |
| **Phase:** |  |
| **Safeguarding lead:** |  |
| **Pastoral lead:** |  |
| **Areas of note regarding demographics and/or emerging or existing issues around vaping:** |  |

**Ethos and environment**

| **Best practice example** | **Red** | **Amber** | **Green** |
| --- | --- | --- | --- |
| 1. There is a clear vision and approach which values all CYP, promotes feelings of safety, a sense of belonging and supports the positive mental health and emotional wellbeing of CYP.
 |  |  |  |
| 1. There is a coordinated whole school approach to vaping.
 |  |  |  |

**Leadership and governance**

| **Best practice example** | **Red** | **Amber** | **Green** |
| --- | --- | --- | --- |
| 1. Leaders and governors are up to date with guidance and legislation around vaping.
 |  |  |  |
| 1. Leaders and governors understand the current vaping issues which are impacting their schools / setting.
 |  |  |  |
| 1. Leaders and governors oversee policy development and curriculum.
 |  |  |  |

**Policy development**

| **Best practice example** | **Red** | **Amber** | **Green** |
| --- | --- | --- | --- |
| 1. There is a separate vaping policy or guidance is incorporated into an existing drugs/alcohol policy (or the wider behaviour policy for primary schools).
 |  |  |  |
| 1. Relevant policies including behaviour and safeguarding are clear, up to date and aligned to national guidance and legislation.
 |  |  |  |
| 1. Policies are accessible to all and communicated appropriately with CYP, staff and families.
 |  |  |  |

**CYP voice**

| **Best practice example** | **Red** | **Amber** | **Green** |
| --- | --- | --- | --- |
| 1. There are clear processes and systems in place to collect CYP voice, with adaptations made to ensure all CYP can participate and feel heard
 |  |  |  |
| 1. CYP voice is used to identify areas for development and evidence strengths.
 |  |  |  |

**Support and signposting for CYP**

| **Best practice example** | **Red** | **Amber** | **Green** |
| --- | --- | --- | --- |
| 1. Appropriate support is provided if a CYP shares with staff that they are vaping or concerned about someone else vaping.
 |  |  |  |
| 1. Display posters / signage around the school which provide information and signpost CYP to appropriate support services.
 |  |  |  |
| 1. Responses to vaping related incidents are appropriate.
 |  |  |  |
| 1. Reliable information from trusted sources is shared with CYP.
 |  |  |  |

**Partnership with families**

| **Best practice example** | **Red** | **Amber** | **Green** |
| --- | --- | --- | --- |
| 1. Communication with families about vaping is effective and adapted to meet family needs.
 |  |  |  |
| 1. Families are supported to talk to their child about vaping.
 |  |  |  |

**Curriculum, teaching and learning**

| **Best practice example** | **Red** | **Amber** | **Green** |
| --- | --- | --- | --- |
| 1. Opportunities to develop resilience and confidence are provided through age-appropriate high quality RSHE, PSHE, SMSC and the wider curriculum as well as ensuring a focus on mental health and wellbeing.
 |  |  |  |
| 1. As part of the curriculum on tobacco, alcohol and drug misuse, CYP who do not smoke are discouraged from experimenting with or regularly using vapes.
 |  |  |  |
| 1. High quality resources are used to support teaching and learning.
 |  |  |  |

**Staff CPD**

| **Best practice example** | **Red** | **Amber** | **Green** |
| --- | --- | --- | --- |
| 1. All staff access relevant CPD opportunities around vaping.
 |  |  |  |
| 1. All staff are up to date with other relevant and preventative training such as mental health, RSHE, behaviour and safeguarding.
 |  |  |  |

**Assessment, recording and reporting**

| **Best practice example** | **Red** | **Amber** | **Green** |
| --- | --- | --- | --- |
| 1. Clear recording procedures are in place.
 |  |  |  |
| 1. Effective processes and systems are in place for audit and analysis of all recorded vaping incidents in the school
 |  |  |  |
| 1. Any illegal sales of vapes are reported to the local authority.
 |  |  |  |
| 1. Adverse reactions associated with vaping of both nicotine and non-nicotine containing e-cigarettes are reported to the MHRA via the [yellow card scheme](https://yellowcard.mhra.gov.uk/)
 |  |  |  |