**Ethos and environment**

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
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| 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. | * Review school vision and ensure key preventative concepts are considered such as belonging, positive mental health and emotional wellbeing. * Ensure all staff understand and are confident with the school vision and approaches. * Consider completing a whole school audit around mental health and wellbeing - [Mentally Healthy Schools](https://mentallyhealthyschools.org.uk/whole-school-approach/england/auditing-your-school-and-implementing-change/) |  |  |  |  |
| There is a coordinated whole school approach to vaping. | * Consider [NICE guidelines](https://www.nice.org.uk/guidance/ng209/chapter/Recommendations-on-preventing-uptake#coordinated-approach-to-school-based-interventions) recommendations. * Review staff knowledge and skills considering the Staff CPD links in the WSA guide in the section titled ‘How can we support staff awareness, confidence and skills?’ * Review policy and procedures around individual vaping incidents –[Vaping (padlet.com)](https://padlet.com/EIPTraining/vaping-wg84qv6s7a1esu6n). * Consider how your approach to vaping is communicated to staff, CYP and families. * Ensure your approach to vaping forms part of your induction for new staff. |  |  |  |  |

**Leadership and governors**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Leaders and governors are up to date with guidance and legislation around vaping. | * Share [NICE guidelines](https://www.nice.org.uk/guidance/ng209/chapter/Recommendations-on-preventing-uptake#coordinated-approach-to-school-based-interventions) and [NHS advice](https://www.nhs.uk/better-health/quit-smoking/vaping-to-quit-smoking/). |  |  |  |  |
| Leaders and governors understand the current vaping issues which are impacting their schools / setting. | * Add ‘Vaping’ item to governors agenda to review any issues regularly. |  |  |  |  |
| Leaders and governors oversee policy development and curriculum. | * Involve in development and review of vaping policy (and other relevant policies). * Review PSHE curriculum in light of vaping content. |  |  |  |  |

**Policy development**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| There is a separate vaping policy or guidance is incorporated into an existing drugs/alcohol policy (or the wider behaviour policy for primary schools). | * Develop vaping policy / Make addition of vaping content to existing Drugs and alcohol policy. * Use policy guidance from [Action on Smoking and Health (ASH).](https://ash.org.uk/uploads/ASH-guidance-for-school-vaping-policies.pdf) * Use guidance: * [DfE Searching, Screening and Confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation) * [DfE and ACPO drug advice for schools](https://www.gov.uk/government/publications/drugs-advice-for-schools). |  |  |  |  |
| Relevant policies including behaviour and safeguarding are clear, up to date and aligned to national guidance and legislation. | * Ensure procedures outlined in relevant policies align with your responses to vaping. The following guidance may support: * [DfE Searching, Screening and Confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation) * [DfE and ACPO drug advice for schools](https://www.gov.uk/government/publications/drugs-advice-for-schools). * [DfE Behaviour in Schools guidance](https://www.gov.uk/government/publications/behaviour-in-schools--2). |  |  |  |  |
| Policies are accessible to all and communicated appropriately with CYP, staff and families. | * Consider CYP and family needs and adapt policy as needed. * Take account of CYP's cultural, special educational or physical needs. (for example, by providing material in alternative formats such as visuals, large print, Braille, audio and video.) |  |  |  |  |

**CYP voice**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| There are clear processes and systems in place to collect CYP voice, with adaptations made to ensure all CYP can participate and feel heard | * Build processes and systems into classroom practice as well as whole school activities on a regular basis. * Adapt activities based on need. * Use guidance on collecting CYP views in this [padlet (within the ‘CYP voice’ section)](https://padlet.com/EIPTraining/identifying-needs-to-promote-positive-behaviours-g1f64zqzcne96ef8) and information about [CYP voice and peer support programmes here.](https://www.schools.norfolk.gov.uk/teaching-and-learning/wellbeing-in-education/pupil-voice-and-peer-support-programmes) |  |  |  |  |
| CYP voice is used to identify areas for development and evidence strengths. | * Build in reviews of CYP voice into your whole school development plan on a regular basis. |  |  |  |  |

**Support and signposting for CYP**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Appropriate support is provided if a CYP shares with staff that they are vaping or concerned about someone else vaping. | * Use these [guidelines](https://campaignresources.phe.gov.uk/schools/resources/vaping-ks3-form-time-activities) to support your conversation with the CYP. |  |  |  |  |
| Display posters / signage around the school which provide information and signpost CYP to appropriate support services. | * Use these [posters](https://ash.org.uk/resources/view/ash-brief-for-local-authorities-on-youth-vaping) from ASH. * Identify local support agencies / opportunities, and advertise these with contact numbers. * Consider other support also e.g. How to manage a mental health concern?   [ChatHealth Poster](https://www.justonenorfolk.nhs.uk/media/3kknnd2w/10759-chathealth-norfolk-nsr-poster-10.pdf)  [Kooth electronic resources](https://cloud.brandmaster.com/brandcenter/en/koothplc/component/default/103665) (email for physical posters)  [Anna Freud posters and signposting](https://www.annafreud.org/resources/schools-and-colleges/5-steps/leading-change/signpost-information-for-governors-staff-pupils-parents-and-carers/) |  |  |  |  |
| Responses to vaping related incidents are appropriate. | * See guidance here – [Vaping (padlet.com)](https://padlet.com/EIPTraining/vaping-wg84qv6s7a1esu6n). * Consider the 3 I’s approach:   + Intention - What do we need to do about it?   + Intervention - What will it look like?   + Impact – How will we measure impact, on individual, group and whole school basis? |  |  |  |  |
| Reliable information from trusted sources is shared with CYP. | * Use signposting links shared within the WSA guide in the section titled ‘What support can we signpost CYP to?’ * Share these links in several ways e.g. newsletters, form time, 1-1 conversations, student portal, etc |  |  |  |  |

**Partnerships with families**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Communication with families is effective and adapted to meet family needs. | * Use the model letter in this [padlet](https://padlet.com/EIPTraining/thematic-toolkit-padlet-vaping-wg84qv6s7a1esu6n) to communicate to parent / carers about a vaping incident. * Please use the model letter to communicate any changes to policy to families. |  |  |  |  |
| Families are supported to talk to their child about vaping. | * Share 'Top Tips on talking to your child about tricky topics' within this [padlet](https://padlet.com/EIPTraining/thematic-toolkit-padlet-vaping-wg84qv6s7a1esu6n) with your families e.g. on school website, any newsletters or individual communications to parents as relevant. * Share these resources with families - [Vaping: The Facts | Smokefree Sheffield](https://smokefreesheffield.org/get-involved/campaigns/vaping-the-facts/) and [Smoking, E-Cigs & Vaping (justonenorfolk.nhs.uk)](https://www.justonenorfolk.nhs.uk/staying-safe/staying-safe-around-others/smoking-e-cigs-vaping/) |  |  |  |  |

**Curriculum, teaching and learning**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| 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. | * Review curriculum planning across year groups and ensure there is adequate focus on development of these skills. * Consider lesson observations to ensure skills are being developed through teaching and learning approaches. |  |  |  |  |
| High quality resources are used to support teaching and learning. | * Use resources linked to within the WSA guide in the section titled ‘What quick curriculum activities can we include?’. |  |  |  |  |

**Staff CPD**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| All staff access relevant CPD opportunities around vaping. | * All staff access CPD content via the links included in the WSA guide in the section titled ‘How can we support staff awareness, confidence and skills?’ * Ensure this is part of your induction process for new staff. |  |  |  |  |
| All staff are up to date with other relevant training such as mental health, RSHE, behaviour and safeguarding. | * Review relevant training and ensure vaping is included as appropriate. |  |  |  |  |

**Assessment, recording and reporting**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Clear recording procedures are in place. | * Electronic systems e.g. CPOMs are used to record vaping incidents as soon as possible by the staff member involved. * If specific concerns arise from an incident e.g. safeguarding, appropriate procedures are followed. * Recognise, report on, and bring in relevant external support if there are concerns re Child Criminal Exploitation (CCE) with possible dealing of vapes, and consider a link to CYP Drug & Alcohol services if there is wider substance or alcohol misuse. |  |  |  |  |
| Effective processes and systems are in place for audit and analysis of all recorded vaping incidents in the school | * On a termly basis, review incidents to note any patterns or trends. * Patterns and trends should inform curriculum and support. * Consider having ‘Substance misuse incidents’ as a standing item on your governor’s agenda. |  |  |  |  |
| Report any illegal sales of vapes you become aware of to the local authority. | * Report this to Local Authority Trading Standards via the Citizens Advice Portal [Reporting to Trading Standards - Citizens Advice](https://www.citizensadvice.org.uk/consumer/get-more-help/report-to-trading-standards/). If you need further advice around this please contact the Citizens Advice helpline on 0808 223 1133or email them via this link [Citizens Advice](https://www.citizensadvice.org.uk/) * Write this into policy to ensure staff follow consistently. |  |  |  |  |
| Adverse reactions associated with vaping of both nicotine and non-nicotine containing e-cigarettes can be reported to the MHRA via the [yellow card scheme](https://yellowcard.mhra.gov.uk/) | * Write this step into policy to ensure staff follow consistently. |  |  |  |  |