



**SALTBURN**  
Learning Campus

*All Learners Always Learning*

# Saltburn Learning Campus Substance Abuse Policy

## September 2016

### DOCUMENT CONTROL

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# Saltburn Learning Campus

## Substance Abuse

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### *Legal Guidance used to develop this Policy*

- *Education Act 2011*
- *Health Act 2006*
- *DFE Guidance 2014 Searching, Screening and Confiscation*
- *Behaviour and discipline in schools January 2016*

## 1. **STATEMENT OF INTENT**

Saltburn Learning Campus takes a zero tolerance approach to the misuse of drugs and alcohol on the campus premises. This policy has been developed in conjunction with DfE and ACPO guidance (see Checklist Appendix 1) to ensure that everyone is aware of the risks posed by the misuse of drugs and alcohol.

We are committed to:-

- Upholding the Health and Safety Policy already in place at Saltburn Learning Campus
- Providing a safe and healthy environment which is conducive to the education of the children at Saltburn Learning Campus
- Providing a robust policy which outlines our zero tolerance approach to drugs and alcohol misuse
- Developing and improving the policy by reviewing it after any event
- Educating pupils on the dangers of drug and alcohol misuse.

## 2. **DEFINITIONS**

Drugs – A Definition

***‘A substance people take to change the way they feel, think or behave’***  
(United Nations Office on Drugs and Crime)

This definition includes all illegal and legal drugs including alcohol, tobacco and medicines. In this policy, ‘drugs’ refer to substances as detailed above. This policy links to the policies on Smoking, Medication and Safeguarding.

## 3. **PURPOSE**

The purpose of the campus substance abuse (drug) policy is to:

- Clarify the legal requirements and responsibilities of the campus
- Reinforce and safeguard the health and safety of pupils and others who use the campus
- Clarify the campus approach to drugs and substance abuse for staff, pupils, governors, parents/carers and the wider community
- Give guidance on developing, implementing and monitoring the drug education programme
- Enable staff to manage drugs on the campus premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and values and ethos of the school
- Provide a basis for evaluating the effectiveness of the campus drug education programme and management of incidents involving illegal and other unauthorised drugs
- Reinforce the role of the campus in contributing to local and national strategies for substance abuse.

## 4. **EDUCATION AND TRAINING** (See Appendix 2)

At Saltburn Learning Campus, we recognise that early intervention can prevent drug misuse. As such, staff will receive training in identifying potentially at risk pupils. Staff will receive formal drug and substance abuse awareness training as part of their new starter induction. Site staff regularly check the campus premises for litter. Any substances or belongings/equipment associated with drugs which are found will be recorded and reported to the Senior Leadership Team and dealt with in accordance with this Policy.

All pupils will receive regular guidance on drugs and alcohol as part of the curriculum provision. Drugs and alcohol will feature as part of the pastoral education in form classes and assemblies. Lessons will be delivered as appropriate to the age and phase of the pupils and will be differentiated according to individual learning styles. Where appropriate, visitors and outside speakers may join us to lead classes on drug and alcohol misuse.

Training for parents/carers, staff and governors will be an integral part of the education programme.

The Policy also applies to and affects the use of campus premises after normal campus hours. Organisers of any campus events will be made aware of the Policy and their responsibility to implement it.

Alcohol may be found on the premises in connection with the following conditions.

- Alcohol provided by the school at events run under its licence
- Sealed items which have been given to staff as gifts and which are stored securely to ensure the safeguarding of learners.

## **5. SMOKING**

In accordance with Part 1 of the Health Act 2006, Saltburn Learning Campus is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents/carers, visitors and staff must not smoke on campus grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes but is not limited to cigarettes, e-cigarettes, vapour cigarettes, tobacco, cigarette papers, lighters, matches and pipes.

Further guidance can be found in the Campus Smoking Policy.

## **6. LEGAL DRUGS AND PRESCRIBED MEDICINES**

We understand that some pupils may require to take medications that have been prescribed by a healthcare professional whilst at school. Parents/carers have the prime responsibility for their child's health and should provide Saltburn Learning Campus with information about their child's medical condition and their prescribed medication.

Medicines should only be taken to school where it would be detrimental to the child's health if medicines were not administered during the school day. Saltburn Learning Campus will only accept medicines which have been prescribed by a doctor, dentist, or non-medical prescriber. Medicines must be provided in the original container as dispensed and must include the prescriber's instructions for administration and dosage.

Further guidance can be found in the Campus Medication Policy.

## **7. SOLVENTS**

Learners are not permitted to bring solvent based products onto the premises including but not limited to, **aerosol deodorant**, **compressed air**, and **aerosol hairspray**

The campus will ensure that potentially hazardous solvents are stored safely and pupils will be supervised if they are required to come into contact with it. More information can be found in our COSHH (Control of Substances Hazardous to Health) policy.

## **8. MANAGEMENT OF DRUG RELATED INCIDENTS**

The possession, use of, supply of illegal or other unauthorised drugs within the campus boundaries is clearly unacceptable and in dealing with drug related incidents the schools' primary concern will be with the health and safety of those involved and of the campus community as a whole.

Drugs/substance related incidents can generally be placed into one of three categories

- Rumours of use or dealing on or off the premises
- Disclosures of own or others use from a student or parent and requests for help and support
- Actual use or dealing on or off the premises

All rumours of use or dealing on or off the premises will be dealt with seriously. Any facts that can be established will be followed up and shared with the police, who in turn will advise the Executive Headteacher of any information that it is appropriate for them to share.

If a young person discloses information relating to misuse of drugs then absolute confidentiality cannot be guaranteed. Students should be reminded of this when appropriate. It should be noted that if the preservation of a confidence enables criminal offences to be committed, or result in serious harm to the student's health and welfare, criminal proceedings could ensue.

Any such disclosure should be reported to the Executive Headteacher or Nominated Persons for Child Protection.

Parents have the right to be informed of any incident that could result in the potential harm of their child. This means that it is almost certain to be the case that a parent/carer will be advised of rumour, suspicion or evidence of their child's involvement in substance abuse unless to do so may lead to further harm. In the latter case it is likely that a referral to the access team will be made. It may be necessary to investigate the nature of the rumours or suspicions in advance of sharing information with parents unless to delay this could lead to immediate danger. Any rumours investigated, but without factual proof may be shared with the police if the Executive Headteacher or Nominated Person for Child Protection feel it would lead to support and advice on next steps.

Where there is evidence of actual use or dealing on the premises the following sections describe the action that will be taken.

## **9. PUPILS, STAFF AND VISITORS TO BE FOUND UNDER THE INFLUENCE OF DRUGS OR ALCOHOL**

Staff members found to be under the influence of drugs or alcohol whilst on the campus premises will be disciplined in line with their contract of employment.

Visitors to the campus found to be under the influence of drugs or alcohol on school premises will be escorted from the premises. The Executive Headteacher has the authority to ban persistent offenders from the school.

Pupils involved in drug and/or alcohol situations on the campus premises will be disciplined as per the Campus disciplinary procedure and where appropriate the police be informed.

Unless it is a medical emergency, or where there is aggressive or threatening behaviour, pupils found to be under the influence of drugs or alcohol whilst on the campus premises will be removed from class and escorted to the Executive Headteacher's office (or Head of School Office) where they will be assessed.

The pupil will remain in the Executive Headteacher's office (or Head of School office) until their parent/carer arrives. If necessary a search will be conducted. The pupil's parent/carer will be asked to remove the pupil from the premises.

If there is evidence that a pupil has been involved with dealing drugs it is highly unlikely that the pupil will return to the campus to continue their education. The campus will liaise with the Local Authority to provide the most suitable available alternative.

If a pupil is in possession of drugs or there is evidence that they are otherwise involved in a drug related incident the campus will deal with the pupil on a case by case basis taking into account past history and the available information.

## **10. MEDICAL EMERGENCIES**

In drug related medical emergencies, one of the trained first aiders will be summoned. An adult / teacher will remain with the casualty until the trained first aider arrives. Other pupils will be removed from the immediate area as soon as is reasonably practicable.

Following assessment by the first aider, a decision will be made, whether an ambulance should be called. The pupil's parents/carers will be telephoned and advised of the incident.

If the child is felt to be at risk, the Safeguarding Policy will come into effect and social services may need to be contacted.

All accidents and incidents, including near misses or dangerous occurrences, will be reported as soon as possible following the campus Health and Safety Policy.

## **11. THREATENING BEHAVIOUR**

Aggressive and threatening behaviour by pupils, staff and visitors under the influence of drugs or alcohol will be taken very seriously. Where aggressive and/or threatening behaviour is displayed, the campus will not hesitate to contact the police if necessary.

Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises. In case of pupils, parents and carers will be contacted.

## **12. SEARCHING (Reference behaviour policy – see below)**

'School retain the right for staff to confiscate items from pupils which fall into two legal provisions. (See Page11 of Behaviour and discipline in schools January 2016). These two categories are General power to discipline – and Power to search without consent. Confiscated items may be retained by staff in the main school office & collected by the pupil & parent at the end of the day. Any prohibited items will be passed to the appropriate external agency and parents/carers will be contacted. Please see the legislation link on our website.

School implement a minimal force policy. However, in exceptional circumstances school retain the right for staff to use reasonable force in the following circumstances –

- \* To prevent pupils committing an offence
- \* Injuring themselves or others
- \* Damaging property
- \* To maintain good order and discipline in the classroom

School will follow the guidelines in 'Behaviour and discipline in schools January 2016' & 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' '

### **Search of possessions:**

The ability to give consent may be influenced by the child's age or other factors  
DFE Guidance 2014 Searching, Screening and Confiscation

'Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff members may use common law to search pupils **with their consent** for any item. They may:

- Ask any student to turn out their pockets.
- Search any student's bag or locker.
- Require a pupil to remove outer clothing including hats, scarves, boots, coats and scarves.

Pupil's possessions will only be searched in the presence of the pupil, another member of staff and a member of the senior leadership team unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.

#### Personal searches:

Under Part 2, Section 2 of the Education Act 2011, teachers are authorised by the Executive Headteacher to search for any prohibited item including but not limited to tobacco and cigarette papers, as well as illegal drugs and alcohol without the consent of the pupil if they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item (outlined above).

At Saltburn Learning Campus it is highly unlikely that we will exercise this power. If the search is detailed under 'search of possessions' is not considered to be sufficient the Executive Headteacher will contact the police and if possible the parent. If the police or parents are in attendance, a same sex member of staff will be present for the search.

In the unlikely event that the campus staff do conduct the search, these will be conducted by a same sex member of staff with another same sex staff member as a witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.

Staff members may use such force as is reasonable given the circumstances when conducting a search for alcohol, illegal drugs or tobacco products.

Any staff member may refuse to conduct a search.

### **13. CONFISCATION**

A staff member carrying out the search can confiscate anything they have reasonable grounds for suspecting is a prohibited item. This includes “legal highs” and other potentially harmful materials which cannot immediately be identified. Any items confiscated will be stored securely and an appropriate record made. Legal substances other than ‘legal highs’ can be collected by a parent.

#### **14. CONTROLLED SUBSTANCES**

Saltburn Learning Campus has a zero tolerance policy on illegal drugs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and witness/witnesses present. The staff member will store the sample in the Finance Office safe and an appropriate record will be made.

The incident will be reported immediately to the police who will collect it and then deal with it in line with agreed protocols. Saltburn Learning Campus will not hesitate to give the name of the pupil from whom the drugs were taken.

Where controlled substances are found on school trips away from the school premises, parents/carers of the pupils as well as local police will be notified.

A full incident report will be completed and the Chair of Governors informed. Any further measures in terms of future preventative action or support for children will be undertaken in line with the campus Safeguarding Policy.

#### **15. DEALING WITH THE MEDIA**

If there is a drug related incident, the LA will be informed. Advice will be given by the LA on dealing with enquiries from the media in order to protect the interests of the child and the campus.

## **APPENDIX 2: DRUGS EDUCATION**

The Drugs Education programme will be delivered as part of the campus's approach to Life Skills and Citizenship.

<b>Year</b>	<b>Lifeskills / PSHE</b>	<b>Science</b>
<b>Y7</b>	<p style="text-align: center;"><b><u>My Body and Me</u></b></p> <p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>• To understand the Physical and Emotional changes that occur during Puberty</li> <li>• to address any misconceptions about Puberty</li> </ul> <p><b>Introduction to Relationships</b></p> <ul style="list-style-type: none"> <li>• To understand that relationships will change</li> <li>• To learn the skills to deal with difficult situations</li> </ul> <p><b>Media and Stereotypes</b></p> <ul style="list-style-type: none"> <li>• To understand the role of the Media in perpetuating stereotypes</li> <li>• To learn that they may stereotype without realising</li> </ul> <p><b>Introduction to Drugs</b></p> <ul style="list-style-type: none"> <li>• To be able to describe what Drugs are</li> <li>• To recognise that Drugs can be positive as well as negative</li> </ul> <p><b>Attitudes to Risk</b></p> <ul style="list-style-type: none"> <li>• To learn about different levels of risk.</li> <li>• To learn that there are consequences to the risks that we take.</li> <li>• To learn about the consequences of taking uncalculated risks.</li> <li>• To learn how alcohol affects the level of risk.</li> </ul> <p><b>Outside Agencies.</b></p> <ul style="list-style-type: none"> <li>• 100min SRE Roadshow provided by TYS (No Regrets) in same Gender groups</li> </ul> <p><i>(Plans to introduce more lessons on alcohol and smoking. Acquired some resources and schemes of work from Healthy Schools co-ordinator that were originally delivered to Y6 students, which can be adapted)</i></p>	<p><b><u>Animal Sexual Reproduction</u></b></p> <p>Sex cells Male and female reproductive system Sexual intercourse and pregnancy IVF Gestation and birth Puberty</p> <p><b><u>Muscles and bones</u></b></p> <p>Recreational drugs and the effects on the nervous system</p>
<b>Y8</b>	<p style="text-align: center;"><b><u>Drugs – Good and Bad</u></b></p> <p><b>Healthy Living</b></p>	<p><b><u>Breathing and Respiration</u></b></p> <p>Smoking and the link to</p>

	<ul style="list-style-type: none"> <li>• To recognise the benefits of an active healthy lifestyle</li> <li>• To assess your current lifestyle and work towards developing a healthier one</li> <li>• To be able to plan and participate in activities which will contribute to being healthy</li> </ul> <p><b>Good Drugs and Facts</b></p> <ul style="list-style-type: none"> <li>• To recognise the value and limitations of drugs in treating illness and disease</li> <li>• To understand the school's policy on medicines</li> <li>• To identify safe practices for storing and using medicines</li> </ul> <p><b>The Effects of Drugs</b></p> <ul style="list-style-type: none"> <li>• To recognise that different drugs have different effects</li> <li>• To identify the physiological, personal and social effects of drug misuse</li> <li>• To be able to recall aspects of the law relating to drug misuse</li> </ul> <p><b>Attitudes and Alcohol</b></p> <ul style="list-style-type: none"> <li>• To understand the factors that affect our decisions about how, when and where to use alcohol</li> <li>• To recognise individual and societal attitudes towards alcohol use</li> <li>• To identify ways to make alcohol use a safer practice</li> </ul> <p><b>Smoking</b></p> <ul style="list-style-type: none"> <li>• To know some of the facts related with smoking</li> <li>• To be able to explain some of the effects of smoking</li> </ul> <p><b>Outside Agencies.</b></p> <ul style="list-style-type: none"> <li>• 100min SRE Roadshow provided by TYS (No Regrets) in same Gender groups</li> </ul> <p><b>(Plans to revamp current drug schemes 2015-16)</b></p> <p>100min SRE Roadshow provided by TYS (No Regrets) in same Gender groups</p> <p><b>(Plans to revamp current drug schemes)</b></p>	<p>heart disease Smoking related illnesses e.g emphysema</p>
Y9	<p style="text-align: center;"><b><u>No Regrets</u></b></p> <p><b>Drugs</b></p> <ul style="list-style-type: none"> <li>• To know some of the different types of drugs both legal and illegal</li> <li>• To know some of the laws regarding the use of drugs</li> <li>• To be able to apply this through role play</li> </ul>	<p><b><u>Unicellular organisms</u></b> Use of yeast in fermentation of alcohol</p>

	<p><b>Alcohol</b></p> <ul style="list-style-type: none"> <li>• To recognise that the effect alcohol has on a person changes each time they drink.</li> <li>• To learn how to reduce risks involving alcohol</li> </ul> <p><b>Risk</b></p> <ul style="list-style-type: none"> <li>• To understand that we all take calculated risks every day.</li> <li>• To understand that alcohol changes the level of risk associated with everyday activities.</li> </ul> <p><b>Peer Pressure</b></p> <ul style="list-style-type: none"> <li>• To recognise that most people don't break the law.</li> <li>• To learn different ways of dealing with situations where you feel pressured.</li> </ul> <p><b>Body image</b></p> <ul style="list-style-type: none"> <li>• To understand media images are not realistic.</li> <li>• To learn about the consequences of unrealistic media images on people's self-esteem.</li> </ul> <p><b>STI's</b></p> <ul style="list-style-type: none"> <li>• To be able to recognise if there is something wrong with your own sexual health</li> <li>• To know where to go to access support and treatment for an STI</li> </ul> <p><b>Teenage Pregnancy</b></p> <ul style="list-style-type: none"> <li>• To learn about the effectiveness, availability and different types of contraception</li> <li>• To recognise the options a girl and boy have once a girl is pregnant</li> </ul>	
Y10	<p><b>Outside Agencies.</b></p> <ul style="list-style-type: none"> <li>• 50min SRE Roadshow provided by TYS (No Regrets) in mixed gender groups/</li> </ul> <p><b>Relationships and Sex</b></p> <ul style="list-style-type: none"> <li>• To learn that girls and boys think and act differently</li> <li>• To look at the different ways that boys and girls view each other.</li> <li>• To find out the difference between what girls and boys are looking for in a relationship</li> </ul>	<p>Human Fertilisation Sex Chromosomes IVF, Genetic screening of embryos and abortion</p> <p><u>Keeping Healthy</u> Smoking related illnesses when looking at correlation and cause in science. Effect of drugs(alcohol and ecstasy) when looking at water homeostasis and excretion in the human body.</p>
Y11	<p><b>Outside Agencies.</b> 50min SRE Roadshow provided by TYS (No Regrets) in mixed gender groups</p>	

SALTBURN LEARNING CAMPUS: SRE Provision Map 2014

## SALTBURN PRIMARY SCHOOL SCHEME OF WORK FOR HEALTH DRUG EDUCATION

<b>Contents</b>	<b>Foundation stage objectives</b>
<b>Substance use and misuse</b>	<ul style="list-style-type: none"> <li>a) Know that all substances can be harmful if not used properly.</li> <li>b) Know and understand simple safety rules about medicines, tablets, solvents and household substances.</li> </ul>
<b>Contents</b>	<b>KS1 Objectives</b>
<b>Substance use and misuse</b>	<ul style="list-style-type: none"> <li>a) Know that all medicines are drugs, but not all drugs are medicines.</li> <li>b) To know about different types of medicines and that some people need them to live a normal life.</li> <li>c) Things we should not put in our bodies.</li> </ul>
<b>Family life education</b>	<ul style="list-style-type: none"> <li>a) Know about the rituals associated with birth, marriage and death and be able to talk about the medicines involved.</li> </ul>
<b>Environmental aspects of health education</b>	<ul style="list-style-type: none"> <li>a) Know about some common illnesses and simple preventative health tasks that they should undertake each day.</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>a) Valuing one's body and recognising its uniqueness.</li> <li>b) Attitudes towards medicines, health professionals and hospitals.</li> <li>c) Attitudes towards the use of alcohol and cigarettes.</li> </ul>
<b>Contents</b>	<b>Year 3 &amp; 4 Objectives</b>
<b>Substance use and misuse</b>	<ul style="list-style-type: none"> <li>a) Know that all medicines are drugs but not all drugs are medicines.</li> <li>b) Know that there are over-the-counter, prescribed, legal and illegal substances and have some understanding of their effects.</li> </ul>
<b>Environmental health education</b>	<ul style="list-style-type: none"> <li>a) Recognise some environmental hazards e.g. passive smoking and identify some ways in which these may be reduced.</li> </ul>
<b>Key skills</b> During their time in KS2 children are progressively taught...	<ul style="list-style-type: none"> <li>a) Identifying risks.</li> <li>b) Coping with peer influences.</li> <li>c) Communicating with adults.</li> <li>d) Decision-making and assertiveness in situations relating to drug use.</li> <li>e) Giving and getting help.</li> <li>f) Safety procedures when using medicines.</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>a) Valuing oneself and other people.</li> <li>b) Attitudes and beliefs about different drugs and people who may use or misuse them.</li> <li>c) Taking responsibility for one's own safety and behaviour.</li> </ul>
<b>Contents</b>	<b>Years 5 and 6 learning objectives</b>
<b>Substance use and misuse</b>	<ul style="list-style-type: none"> <li>a) Know how to make simple choices and exercise some basic techniques for resisting pressure from friends and others.</li> <li>b) Know the important and beneficial part which drugs have played in society.</li> </ul>
<b>Environmental health education</b>	<ul style="list-style-type: none"> <li>a) Know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relationships with each other and with the environment.</li> </ul>
<b>Key skills</b>	<ul style="list-style-type: none"> <li>a) Identify risks</li> <li>b) Coping with peer influences.</li> <li>c) Communicating with adults.</li> </ul>

## SALTBURN PRIMARY SCHOOL SCHEME OF WORK FOR HEALTH DRUG EDUCATION

	<ul style="list-style-type: none"><li>d) Decision-making and assertiveness in situations relating to drug use.</li><li>e) Giving and getting help.</li><li>f) Safety procedures when using medicines.</li></ul>
<b>Attitudes</b>	<ul style="list-style-type: none"><li>a) Valuing oneself and other people.</li><li>b) Attitudes and beliefs about different drugs and people who may use or misuse them.</li><li>c) Responses to media and advertising presentations of alcohol, tobacco and other legal drugs.</li><li>d) Taking responsibility for one's own safety and behaviour.</li></ul>