

Drugs Education Policy

June 2020



1. Introduction

- 1.1 The JCB Academy is committed to the health and safety of its learners and will always take action to safeguard their well-being.
- 1.2 Learners will be educated in a substance-free zone and alcohol, cigarettes, e-cigarettes, shisha pens or non-prescribed drugs will not be permitted anywhere on academy grounds or whilst on educational trips/visits. The academy acknowledges the importance of its role in the welfare of all learners, and through the general ethos of the academy will seek to persuade those in need of support to come forward.

2. Aims

- 2.1 Drug education is a major component of drug prevention. The following aims of drug education at the academy will be consistent with the values and ethos of the academy and laws of society as well as being appropriate to the age, ability and maturity of the learners and relevant to their circumstances:
- To increase learners' knowledge and understanding and clarify misconceptions about:
 - The short and long-term effects and risks of drugs.
 - The rules and laws relating to drugs.
 - The impact of drugs on individuals, families and communities.
 - Local and national use.
 - The complex moral, social, emotional and political issues surrounding drugs.
 - To develop learners' personal and social skills to make informed decisions and keep themselves safe and healthy, including:
 - Promoting positive attitudes to healthy lifestyles.
 - Assessing, avoiding and managing risk.
 - Communicating effectively.
 - Resisting pressures.
 - Finding information, help and advice.
 - Devising problem-solving and coping strategies.
 - Developing and maintaining self-awareness and self-esteem to motivate them to value their welfare and conscientious care of themselves.
 - To enable learners to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences



- To ensure that learners have access to and knowledge of up to date information as sources of help and support. This includes local and national helplines youth and community services and drug services.

3. The drugs education programme

- 3.1 These aims are fulfilled through aspects of the learners' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities.
- 3.2 Drugs education will be delivered through PSHEE and science, and opportunities to reinforce learning will occur in other parts of the teaching programme.
- 3.3 The academy actively co-operates with other agencies such as community police, social care, and health and drug agencies to deliver its commitment to drugs education and to deal with incidents of substance use and misuse.
- 3.4 Visitors to the academy will be informed of the values held within this policy.

4. Definition of Drugs

- 4.1 The definition of a drug given by the United Nations office on Drugs and Crime is: "A substance people take to change the way they feel, think or behave". In this policy, "drugs" and "drug education" are used to refer to
 - All illegal drugs (those controlled by the Misuse of Drugs Act 1971).
 - All legal drugs, including alcohol, tobacco, volatile substances and those giving off a gas or vapour which can be inhaled.
 - All over-the-counter and prescription medicines.

5. The role of parents¹

Effective communication and co-operation are essential to the successful implementation of this policy. Parents will be actively involved in drugs education and parents concerned about misuse of drugs by their son/daughter will receive support from the academy via the Learner Support Team.

¹ Within this document, the term *parent* refers to those with parental responsibility for a learner



6. The role of academy

- 6.1 Parents and their son/daughter will receive support in the academy via the Learner Support Team and will be referred to, or provided with details of, agencies that can offer support. Support offered will include:
- Advice and guidance from the learner's mentor or Head of House.
 - Referral to appropriate external agencies for individual support at the academy.
 - Referral to appropriate external agencies for involvement in group work at the academy.
 - Provide in-house PSHEE sessions.
 - Specialised education via external providers as part of an academy PSHEE programme.
 - Provide regular drop-in sessions for all learners to ask questions.
 - Respond to emerging and identified needs via bespoke PSHEE sessions and interventions.

7. The roles of the Principal and the Governing Board

- 7.1 The Principal takes overall responsibility for the policy and its implementation, for liaison with the Governing Board, parents and appropriate outside agencies.
- 7.2 The Principal will ensure that all staff dealing with substance issues are adequately supported and trained.
- 7.3 The Governing Board will be involved in substance education and substance related incidents in the same manner as any other matters concerning the direction of the academy.

8. Dealing with incidents

- 8.1 In instances involving substance possession, misuse or supply on academy premises, and following discussion between staff members who know the learner well, parents will be informed at the earliest opportunity by the Principal. The academy and the parents can then work together to support the young person involved.



- 8.2 Where it is known or suspected that substances are being brought into the academy, and/or being sold on the premises, details regarding those involved will be passed to the police. All incidents involving substances have extremely serious implications for academy life and for any of the learners involved.
- 8.3 The following sanctions will apply to any learner found in possession of drugs at the academy or on an academy trip:
- Possession (first offence): fixed term exclusion.
 - Possession for the second time: permanent exclusion.
 - Dealing or providing substances to other learners: permanent exclusion.

9. The media

- 9.1 In the event of an incident involving illegal drugs, the Principal will take responsibility for liaison with the media. As the issue of substance misuse is an emotive one and is likely to generate interest from the local and national media, the academy will take appropriate advice and guidance from the police to ensure that any reporting of incidents remains in the best interests of the young people, their families and the academy.

Related policies/procedures:

Behaviour Management Policy; Exclusion Policy; Whole Academy Safeguarding Policy

Date of approval by Governing Body:	15 June 2010
Reviewed and reapproved:	22 April 2013
Reviewed and reapproved:	5 July 2016
Updated:	September 2019
Reviewed and reapproved:	17 June 2020

