

# *Drugs Education Policy*

*January 2022*

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## 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 wellbeing.
- 1.2 Learners will be educated in a drug<sup>1</sup>-free zone. Drugs will not be permitted anywhere at the academy, on academy buses or whilst on academy 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.

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<sup>1</sup> Within this document, drugs are defined as those that are legal (such as alcohol, tobacco and solvents, legal 'highs', over-the-counter performance enhancing drugs, prescribed drugs, vape oils) and illegal drugs. Please note that this list is not exhaustive.



- 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 drug use and misuse.

### **4. The role of parents<sup>2</sup>**

- 4.1 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 Pastoral Team.

### **5. The role of academy**

- 5.1 Parents and their son/daughter will receive support via the academy's Pastoral 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, Assistant Head of Year or Head of Year.
  - Referral to appropriate external agencies for individual support at the academy.

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<sup>2</sup> Within this document, the term *parent* refers to those with parental responsibility for a learner



- Referral to appropriate external agencies for involvement in group work at the academy.
- In-house PSHEE sessions.
- Specialised education via external providers as part of the academy PSHEE programme.
- Regular drop-in sessions for all learners to ask questions.
- Responding to emerging and identified needs via bespoke PSHEE sessions and interventions.

## **6. The roles of the Principal and the Board of Trustees**

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

## **7. Dealing with incidents**

- 7.1 In instances involving possession, misuse or supply of drugs at the academy, on academy buses or on academy trips/visits and following discussion between staff members who know the learner well, parents will be informed at the earliest opportunity by the Principal or a senior manager. The academy and the parents can then work together to support the young person involved.
- 7.2 Where it is known or suspected that drugs are being brought into the academy and/or being sold on the premises, if appropriate details regarding those involved will be passed to the police. All incidents involving drugs have extremely serious implications for academy life and for any of the learners involved.
- 7.3 Learners should expect to be excluded if they are found in possession of drugs or to be dealing/providing drugs to other learners at the academy, on the academy bus or on an academy trip/visit. The emphasis is on 'expect'; much depends upon the use and intended purpose of the drugs and on the circumstances at the time.



7.4 The following behaviour is very likely to result in a fixed period exclusion:

- Possession of drugs.

The following behaviour is very likely to result in permanent exclusion from the academy:

- Possession of drugs with a view to supplying to others.
- Possession of drugs on a second occasion.

**Related policies/procedures:**

Behaviour Management Policy; Exclusion Policy; Whole Academy Safeguarding Policy

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