Drugs Education Policy

Last Review: October 2026
Next Review: March 2029
Committee: Inclusion

Member of staff responsible for Drugs Education: Head of Department for Kvutzah (PSHCE)

Context

- Drug and drug education in the context of this document are inclusive terms including tobacco, vapes, nicotine products, alcohol, solvents, illegal drugs, legal highs, over-the-counter medication, prescribed medication and other substances covered under the Misuse of Drugs Act 1971 of the Psychoactive Substances Act (2016).
- This policy is informed by DfE and ACPO drug advice for schools (2012) as well as statutory guidance on Relationships, Sex and Health Education (2025) from DfE issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Principles (in keeping with the ethos of the school)

- JCoSS is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of all its students and staff. The school values the importance of its pastoral role in the welfare of its students, and through the general ethos of the school, we seek to encourage and develop young people's learning and provide support appropriate to their needs.
- Education about drugs is not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and skills, as much as the acquisition of appropriate knowledge.
- Drug issues and concerns extend across socio-economic and ethnic boundaries, and students of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use. Many students have some knowledge about illegal drugs through the media, communication with peers and personal experience.

Policy Aims:

- To provide a safe, healthy environment in which students and staff can learn and develop.
- To ensure that the response to drugs education adheres to the values and ethos of the school.
- To encourage and enable students to appreciate the benefits of a healthy lifestyle now, and in the future, enabling them to make reasoned, informed choices.
- To equip students with the knowledge, attitudes, values and skills necessary to build their resilience and avoid peer pressure or unwanted drug offers from others.
- To address and take account of local community needs, including the differences and diversity within the school community.
- To give guidance on the design, implementation and monitoring of drugs education.
- To increase knowledge and understanding, clarifying misconceptions.
- To support and engage parents and students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures within school and outside school.
- To work with outside agencies to secure and support a balanced delivery of drugs education.

Drugs Education Curriculum

- Drugs education primarily takes place in Kvutzah (PSHCE) however some aspects are also covered in Science.
- Kvutzah (PSHCE) teachers should receive appropriate training to deliver drugs education but do not need to be an authority on drugs. It's the development of attitudes, values and skills which is crucial to this area of learning.
- Specific support may need to be provided to individual students on this topic.
- The Kvutzah (PSHCE) curriculum includes the following*:
  - Year 8: Drugs and peer pressure; Alcohol; Smoking and vaping.
  - Year 9: Smoking and tobacco; Vaping; Cannabis.
  - Year 10: Drugs and their effects; Drugs and the law; Alcohol, drink-spiking and risk reduction.
  - Years 12 and 13 – Over the course of the sixth form, specialist speakers are invited in to speak to the students about topics such as substance misuse, drink driving and gambling. These sessions have some generic content but can also tailored to the specific needs of the year groups as these needs become apparent.
  - Please note that this list of content is constantly being updated considering new statutory changes and in response to the needs of our students.
- Students are also taught to develop the following attitudes, values and skills:
  - To enable students to make healthy, informed choices.
  - To build confidence, resilience, problem solving and communication skills.
  - To recognise risky behaviour within different situations and be able to respond appropriately. Risky behaviour can come from a variety of sources including people they know, TV and social media.
  - To keep themselves and others safe.
  - To seek appropriate support if needed.
  - To see the impact of their actions on others and be able to empathise with them.

Resources:

- Teaching resources are up to date and age appropriate.
- The school allocates adequate funding to the Drugs Education provision.
- Adequate staff resources, development and training are provided to address identified needs.
- There is a protocol for use of visitors contributing to the school programme.

Confidentiality:

- The classroom is never a confidential place to talk, and that remains true in Drugs Education. Students must be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement.
- Any visitor to the classroom is bound by the school's policy on confidentiality, regardless of whether they have – or their organisation has – a different policy. It is vital to make sure visitors are aware of this, and to make sure there are enough opportunities for students to access confidential support after the lesson if they need it.
- The school will ensure that staff understand that they cannot promise absolute confidentiality if approached by a student for help.
- Staff will work within the school's confidentiality policy and safeguarding procedures for recording and reporting disclosures and the nature of access to this information.

Monitoring, Evaluating and Reviewing:

- There is a named co-ordinator and a linked Governor for drug education and policy development.
- Senior managers are involved in monitoring and evaluation.
- Students, staff, parents and governors are consulted, and the programme and policy are modified where appropriate.

- There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.
- Drug education is reviewed in line with current LEA and Government guidelines.