

## PSHEe Policy

### **Landau Forte Academy QEMS Mission Statement**

In partnership with parents/carers and the wider community, including business and industry, QEMS will provide a high quality education motivating and enabling its students to learn, achieve and to develop the skills, capability and confidence to succeed in all aspects of their lives.

The PSHEe Policy encompasses the following policies:

- Sex and Relationships Education (SRE)
- Drug and Alcohol Education including The Management of Drug Related Incidents

Other relevant school policies are:

- Equality Policy
- Antibullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy

### **Aims of Personal, Social Health and Economic Education and Careers Education and Guidance**

PSHEe is about qualities, attitudes, knowledge and understanding, competencies and skills in relation to oneself and others. It aims to:

- Foster self-esteem, independence and responsibility
- Prepare students to deal with key aspects of everyday life

PSHEe is concerned with helping students prepare for the range of roles they will fulfil in life. Landau Forte Academy QEMS is concerned with helping students develop their role as learners and workers.

The PSHEe programme is planned to help children and young people deal with the real life issues they face as they grow up. The issues that PSHEe covers are central to children and young people's wellbeing: nutrition and physical activity, drugs, alcohol and tobacco, sex and relationships, emotional health and wellbeing, safety, careers, work-related learning and personal finance.

PSHEe can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

The PSHEe programme will:

- Address the needs and priorities of students
- Relate to initiatives and targets, such as those relating to drug prevention, teenage pregnancy, and child sex exploitation
- Link relevant work in a range of curriculum and extra-curricular areas

The Qualifications and Curriculum Authority have defined three strands within PSHE at Key Stage 3 and Key Stage 4.

1. Personal development -developing confidence and responsibility
2. Health education - developing a healthy, safer lifestyle
3. Social development – developing good relationships and respecting the differences between people

### **Curriculum Organisation**

The scheme of work has been developed in accordance with national guidance (QCA, DfE) and Staffordshire Local Authority's (Entrust) guidance on the framework for PSHE in Secondary schools.

Where appropriate, additional quality assured support will be utilised to enhance the delivery of certain aspects of the programme (such as health promotion personnel, school nursing service, education consultants, Theatre in Education companies, sports coaches).

Landau Forte Academy QEMS's programme of study will follow 6 key themes:

1. Alcohol and drug education
2. Healthy eating and smoking
3. Financial capability and careers
4. Citizenship (British Values)
5. Sex and relationship education
6. Learning habits

### **Curriculum Delivery**

Teaching will consist of curricular and extra-curricular activities. There will be a combination of discrete curriculum time, cross-curricular coverage and delivery through whole-school events, such as 'health days'.

The PSHEe scheme of work will be delivered by form tutors. With students being placed in age appropriate groups to ensure a suitable and sustainable program of study.

### **Teaching and Learning Styles**

PSHEe is delivered in line with the Academy's teaching and learning policy. As PSHEe perhaps more than any other subject, works within the real life experiences of children and young people it is important to establish a safe, secure and positive learning environment.

A range of teaching strategies and styles are used to accommodate the different learning styles of individuals in the groups of students. To facilitate this we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions, role play and theatre in education
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences
- Dealing with unexpected questions and comments from children and young people sensitively
- Building on children and young people's knowledge and experiences
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children and young people to reflect and consolidate their learning
- Having high expectations of children and young people's achievement and behaviour
- Providing differentiated learning opportunities for children and young people with special educational needs
- Using a variety of groupings, including single sex, where appropriate

### **Handling Sensitive and Controversial Issues**

Learning from real-life experience is central to PSHEe and citizenship. Sensitive and controversial issues are certain to arise. At the Academy students will not be sheltered from such issues: through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arise strong feelings and/or deal with questions of values and belief. Sex and relationships education, drug education, religion or politics are likely to fall within this category amongst other issues.

### **Balance**

In the teaching of controversial issues, there is always the risk of bias. Teachers will include in their provision, activities that enable students to learn how to recognise bias, how to evaluate evidence put before them, how to look for different interpretations, views and sources of evidence and how to give reasons for what they say and do. Teachers will seek to avoid bias by providing a balanced presentation or opposing views, taking account of the values in the school's mission statement.

## **Confidentiality**

All staff, students, parents and carers will be made aware of the Academy's framework for confidentiality.

Key aspects include:

- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Ground rules will be used in PSHEe lessons
- Boundaries for confidentiality will be set in lessons and in discussions with teachers and visitors to the school
- Children and young people are encouraged to talk to their parents or carers and are given support to do so

## **Pastoral Support**

As part of the Academy's pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable. Some children and young people will be more vulnerable than their peers, e.g. non-attenders, SEN and children in care.

Additional support for those children and young people includes:

- Student Support Services
- Support agencies as listed below
- Pupil Support Unit
- Wellbeing centre

## **Assessment, Recording and Reporting**

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding. Progress in these areas will be reported through written reports to parents.

## **Monitoring and Evaluation**

There will be ongoing evaluation and monitoring of the programme for PSHEe by the Senior Leadership Team and the co-ordinator. Monitoring will take place in accordance with the Academy's monitoring cycle.

This will be done by:

- Ensuring that whole school PSHEe objectives are met
- QA standards of teaching and learning are achieved, schemes of work are being taught appropriately, consulting with staff, pupils, parents, governors and external agencies
- Ensuring that adequate resources are provided

## **External Agencies**

The school leads the programme but outside visitors have a role. The school's visitor policy will be followed.

Key Agencies include:

- Vulnerable Support Team
- PCSO's
- T3
- St Giles
- 'That Place' Counselling service
- 'Malachi' counselling service
- Contraceptive and Mental Health service
- School Nurse service
- SARAC

## **Safeguarding**

Teachers and other adults involved in PSHEe will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the Academy's safeguarding policy. A copy of this is available from the Academy's designated teachers for safeguarding who are;

Jaqueline Evans (Principal)

Nathan Hill (Behaviour Support Officer)

Nick Haddon (Assistant Principal)

Claire Wright (IAG Co-ordinator)

Where an adult believes a child may be at risk, the designated teachers must be consulted before any further action is taken.

**Communication/Dissemination of the Policy**

A copy of the policy can be found in the staff handbook and school website and is freely available on request to the entire school community.

## **Sex and Relationships Education (SRE) - Appendix 1**

### **A. Purpose**

Within a clear moral and scientific framework, enable students to acquire knowledge and understanding with respect to sex and relationship education whilst positively developing their attitudes and values and their personal and social skills.

The Academy intends to give children and young people the opportunity to learn about:

- Physical, moral and emotional development
- The importance of marriage for family life, stable and loving relationships, respect, love and care
- Sex, sexuality and sexual health

### **B. Objectives**

The Academy will follow the three main elements of SRE:

#### **1. Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services; (secondary schools)
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; (secondary schools)
- Learning how to avoid unplanned pregnancies. (secondary schools)

#### **2. Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict; and learning how to recognise and avoid exploitation and abuse

#### **3. Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making

**Taken from 'Sex and Relationships Education Guidance', DfEE 2000.**

### **C. Moral and Values Framework**

The Sex and Relationship Education programme of the Academy will:

1. Provide knowledge about loving relationships, the nature of sexuality and the process of human reproduction, presented in an objective, balanced and sensitive way
2. Enable the acquisition of understanding and development of attitudes which prepare pupils to view their relationships in a responsible and healthy manner
3. Develop awareness of the physical, emotional and moral implications and also the risks of certain types of behaviour
4. Bring about an appreciation of the value of marriage and a stable family life, the responsibilities of parenthood and the need to behave responsibly
5. Be sensitive to the fact that many family backgrounds do not reflect such values and experience

### **D. Content Headings for Academy Sex and Relationship Education Programme**

1. Physical and emotional changes during adolescence
2. Biological aspects of human reproduction
3. Personal relationships and self esteem
4. Methods of contraception/Abortion/In vitro fertilisation/Embryo experimentation
5. STD's and HIV/AIDS
6. Preventative health care
7. Marriage/Parenthood/Divorce/Partnerships/the impact of loss, separation and bereavement. Organisations offering support in human relationships
8. Moral values held by different cultures and groups
9. Concept of stereotyping and its various forms
10. Sexuality and sexual activity and their importance in relationships
11. The range of sexual attitudes and behaviours in present day society
12. Sexual harassment and its effects on individuals
13. The rights of the individual in sexual matters (including the legal implications)

### **E. Equal Opportunities**

Landau Forte Academy QEMS is committed to the principle that every student is entitled to sex and relationship education appropriate to their age and maturity, and will make every effort to ensure that this is available irrespective of ability, gender, or cultural, ethnic or religious background.

### **F. Curriculum Organisation and Delivery**

The scheme of work has been developed in accordance with national guidance (QCA, DfE) and Staffordshire Local Authority's (Entrust) guidance on the framework for PSHE in secondary schools.

Where appropriate, additional quality assured support will be utilised to enhance the delivery of certain aspects of the programme (such as health promotion personnel, school nursing service, education consultants).

The SRE scheme of work will be delivered by form tutors through PSHEe, with students being placed in age appropriate groups to ensure a suitable and sustainable program of study.

Teaching will also consist of curricular and extra-curricular activities. There will be a combination of discrete curriculum time, cross-curricular coverage and delivery through whole-school events, such as 'health days'.

It is recognised that, in the role of Personal Tutor, staff may be required to individually discuss with students matters relating to sex education. With this in mind staff training and development will be provided to raise awareness of the Academy policy and develop strategies and approaches for dealing with these issues. All units of work will be evaluated to review the effectiveness of the programme. These responses will be taken into consideration when reviewing and developing future units of work.

### **G. Specific Issues Statements**

1. A student may be withdrawn by a parent from the sex education programme (excluding the area covered by the National Curriculum for Science). It is not necessary for a parent to supply a reason for the withdrawal. When this occurs the Academy will provide an appropriate alternative learning experience for such students. Any such request for withdrawal must be made in writing to the Principal.
2. Particular care is exercised in relation to contraceptive advice to students under sixteen, for whom sexual intercourse is unlawful. The general rule is that giving an individual advice on such matters without parental knowledge or consent is an inappropriate exercise of a Tutor's responsibilities. Accordingly a Tutor approached by an individual student for specific advice on contraception or other aspects of sexual behaviour will encourage the student to seek advice from his/her parents and if appropriate from the relevant health service professional (e.g. the student's GP or the Academy's visiting health care professional). Where the circumstances are such as to lead the Tutor to believe that the student has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the Tutor has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice as above. In such circumstances the Tutor will inform the Senior Designated Person responsible for Child Protection and Safeguarding.
3. The Senior Designated Person for Child Protection and Safeguarding will arrange support for the student and where the student is under age for the parents to be made aware, preferably by the student himself or herself. Whether specialist external support services (including school health professionals) should be involved will depend on the particular circumstances.
4. If, in the course of sex and relationship education a student raises an explicit concern which leads the tutor to suspect that child abuse is involved, the Tutor should refer this matter immediately and directly to the Senior Designated Person for Child Protection and Safeguarding.

### **H. Working with Parents**

The Academy will write to parents to:

1. Inform them of the structure and content of the sex education programme
2. Explain the parental right to withdraw a student

### **I. Responding to Sensitive Issues**

There are guidelines for all staff at the Academy on handling sensitive and controversial issues e.g. sexuality. Learning from real-life experience is central to SRE. Sensitive and controversial issues are certain to arise. Students will not be sheltered from such issues: through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

### **J. Pastoral Support**

As part of the school pastoral programme, the Academy will endeavour to identify and support those children and young people who are more vulnerable. Some children and young people will be more vulnerable than their peers e.g. non-attenders, SEN and children in care.

Additional support for those children and young people includes:

- Student Support Services
- Support agencies as listed below
- Pupil Support Unit
- Wellbeing centre

### **K. The Role of Outside Agencies**

Landau Forte Academy QEMS actively co-operates with other agencies such as the Child Protection Divisions of the Police, Social Services (Department for Children and Young People), Staffordshire Health Authority and school nurse service to deliver its commitment to SRE education. Students will be made aware of local and national help lines, websites and other sources of information.

Key Agencies include:

- Vulnerable Support Team
- PCSO's
- 'That Place' Counselling service
- 'Malachi' counselling service
- School Nurse service
- Contraceptive and Mental Health service
- XL Mentoring

## **Drug and Alcohol Education Policy including the Management of Drug Related Incidents - Appendix 2**

### **A. Purpose**

- To clarify the Academy's approach to drugs (defined as including alcohol, tobacco and illegal drugs as well as medicines and volatile substances<sup>1</sup>) for all staff, students, governors and parents/carers
- To enable staff to manage drug and associated incidents (defined as suspicion or evidence of any situation or specific event involving a drug<sup>1</sup>) with confidence and consistency
- To safeguard the health and safety of students and others who use the Academy

Landau Forte Academy QEMS condones neither the possession, use (defined as drug taking, such as consuming alcohol...<sup>1</sup>), misuse (defined as drug taking which leads a person to experience social, psychological, physical or legal problems related to intoxication or regular excessive consumption and/or dependence<sup>1</sup>) or supply of drugs by members of the Academy or the illegal supply of these substances.

The Academy recognises that there are some authorised drugs (e.g. medicines) which may legitimately be in the Academy. Further details are to be found in the Academy's Health & Safety Policy. In all other circumstances, drugs are unauthorised, whether legal or not. The Academy is committed to the health and safety of its Academy community and will take action to safeguard its well-being.

The Academy acknowledges the importance of its role in the welfare of young people, and through the general ethos of the Academy, will seek to encourage students in need of support to come forward.

### **B. Rationale**

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 think, feel or behave.

This includes:

- All legal drugs including alcohol, tobacco and volatile substances
- All over the counter and prescription medicines
- All illegal drugs (those controlled by the Misuse of Drugs Act 1971)

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

- Promotes the spiritual, moral cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE education and Citizenship provision. Schools are expected to use the non-statutory frameworks for PSHEe and Citizenship at Key Stages 1 and 2, PSHEe at Key Stages 3 and 4, the statutory citizenship programme of study at Key Stages 3 and 4 and the statutory requirements within the National Curriculum Science Order for all phases as the basis for developing drug education.

### **Drugs: Guidance for Schools February 2004 DfES**

#### **C. Objectives**

Drug and alcohol education:

1. Increases children and young people's knowledge and understanding and clarifies 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
  - The prevalence and acceptability of drug use among peers
  - The complex moral, social, emotional and political issues surrounding drugs
  
2. Develops children and young people's personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
  - Assessing, avoiding and managing risk
  - Communicating effectively
  - Resisting pressures
  - Finding information, help and advice
  - Devising problem-solving and coping strategies
  - Developing self-awareness and self esteem
  
3. Enables children and young people to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

#### **D. Implementation**

The objectives will be implemented through aspects of the students' experiences in the curriculum and through opportunities for extension activities. Landau Forte Academy QEMS delivers drugs education mainly through the Personal Tutorial programme, Science, Religious Education and Citizenship subject areas but other opportunities to reinforce learning will occur in other parts of the learning programme, including a bi annual 'Drugs Awareness Week and whole Academy Assemblies.

Some aspects of drug education will be included in the curriculum in each year. As part of this, students will be made aware of the various internal and external support structures. More detailed information relating to drug education can be found in subject documentation (Curriculum Maps/Tutor and Student Guides). Parents/carers will be made aware of both their child's drug education and this policy. Drug education will be delivered by skilled and confident Tutors who will have all undergone appropriate training and may be supported by a representative from an external agency (e.g. Police, T3, School Health). Personal Tutors also receive drug awareness training periodically and whole staff development and training will be reviewed on an annual basis.

As part of its dissemination, all staff/teams will have access to copies of this policy. In addition, the policy will be referred to in the Academy prospectus and be included in induction sessions.

## **E. Management Responsibilities**

The first concern of the Academy in managing drugs is the health and safety of the Academy community. The Principal will ensure that all staff dealing with drug use or misuse matters are adequately supported and trained. The Senior Leadership Team will have general responsibility for handling the daily implementation of this policy.

In any incident involving illegal and other unauthorised drugs, the Drug Abuse Co-ordinator should inform the Principal, who will normally inform the parents/carers at her earliest opportunity. The Senior Leadership Team may also refer a student to the Academy Nurse if medical advice is required. The safety of the student involved is of prime importance.

There is no legal obligation to inform the police, though they may give relevant help and advice. Landau Forte Academy QEMS will in such cases pass any information on to the appropriate agencies. The Academy will not knowingly allow its premises to be used for the production, supply or use of any drug. Where it is suspected that drugs are continuing to be sold on the premises, details regarding those involved will be passed on to the Child Protection and Drug Squad Divisions of Staffordshire Police.

The Academy will consider each drug incident individually and recognise that a variety of responses will be necessary to deal with incidents. The Governors and the Principal will consider carefully the implications of any action they may take and will seek advice from the appropriate agencies beforehand. The Academy will seek to balance the interests of the students involved, the other Academy members and the local community. Permanent exclusion is seen as a last resort as it may only transfer or compound the problem.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug, providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

The Chairman of Governors and the Principal will take responsibility for liaison with the media. As the issue of drug use or misuse is an emotive one, and is likely to generate interest from the local and national media, the Academy will take appropriate advice to ensure that any reporting of incidents remains in the best interests of the students, their families and the Academy.

Governors will be kept well informed on drug related matters as they affect the Academy via the Local Governing Body.

When dealing with parents/carers under the influence of drugs on Academy premises, priority should be on the student's welfare as opposed to moderation of the parent/carer's behaviour.

Where concerns exist about discharging a student into the care of a parent/carer, alternative arrangements should be discussed. In instances where the parent/carer becomes abusive or violent or the student is considered to be at risk, child protection procedures and/or police involvement should be considered.

## **F. Guidance for Staff**

In instances involving drug possession, use, misuse or supply either on or off the premises, the Senior Leadership Team and the Principal should be informed immediately.

Where staff discover drugs which are suspected to be harmful, illegal or deserving of investigation, they should note the two circumstances in which drugs may be removed, i.e. from either a place or a person:

- **Place**  
If possible, remove the drug(s) from where they were discovered in the presence of an adult witness. If this is not possible, do not leave the drug(s) there while you enlist the support of a witness. Continue with the procedure below. Searches of personal property, e.g. bags, must not be conducted without consent. Where consent is refused the Senior Leadership Team should be contacted who will consider notifying parents/carers or calling the Police.
- **Person**  
When receiving or retrieving drugs, consent should be given in the presence of an adult witness. Continue with the procedure below. When a person is suspected of concealing illegal or other unauthorised drugs, it is not appropriate for a member of staff to carry out a personal search. Every effort should be made to persuade the person to hand over voluntarily any drugs, in the presence of an adult witness. Where the individual refuses, the Senior Leadership Team should be contacted, to consider calling the Police.

The following guidelines should be observed at all times

1. Remove the drug(s) and record the time, place and circumstances when the drug(s) came into your possession
2. Do not investigate the nature of the drug(s), but do record its size and appearance
3. When possible have the recordings counter signed by a witness
4. The drug(s) should be immediately brought to the Senior Leadership Team, who will take it to the Principal. Do not keep the drug(s) on your person or in a place of safekeeping; to do so may place you at risk
5. In the presence of or on showing the Senior Leadership Team the whereabouts of the drug it should be placed in a sealed container. Senior Leadership Team, Principal, you and where applicable, a witness, should sign and date the package
6. In the event of a discovery of any equipment associated with drug use or misuse, especially needles and syringes, students must not be allowed to handle such items. All equipment found must be treated with the utmost care. The Principal must ensure that materials are placed in a secure and rigid container to await collection by the appropriate service
7. Sensitive information relating to drug related incidents will only be disclosed with careful attention to the individual student's rights and needs.

## **G. Pastoral Support**

As part of the Academy's pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable. Some children and young people will be more vulnerable than their peers e.g. non-attenders, SEN and children in care.

Additional support for those children and young people includes:

- Student Support Services
- Support agencies as listed below
- Pupil Support Unit
- Wellbeing centre

## **H. The Role of Outside Agencies**

Landau Forte Academy QEMS actively co-operates with other agencies such as the Community, Drug Squad and Child Protection Divisions of the Police, Social Services (Department for Children and Young People), Staffordshire Health Authority and local Drug Agencies (e.g. T3) to deliver its commitment to drug education, to support students involved in and deal with incidents of drug use and misuse. Students will be made aware of local and national help lines, websites and other sources of information.

Key Agencies include:

- Vulnerable Support Team
- T3
- PCSO's
- 'That Place' Counselling service
- 'Malachi' counselling service
- School Nurse service
- Local Support team/Education Welfare

In responding to drug incidents, the primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the Academy will act promptly to ensure the safety and wellbeing of the child, young person and the Academy community.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the child/young person
- What the child/young person has to say
- The means by which the substance was acquired
- The intention of the child/young person and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the child/young person
- Action being taken through the criminal justice system
- The availability of support for the children and young people and family from other agencies

The Academy seeks to work in partnership with governors and parents to provide effective drug and alcohol education and support for children and young people. Parents need to know that the Academy's drug and alcohol education programme will complement and support their role as parents and understand the Academy expectations and procedures for managing drug incidents. Governors have a role to play in agreeing policy and procedures.