

Substance Use and Misuse

Development of an informed approach to drug misuse supported by the whole school community.

Criterion Four

School	Please indicate progress to date and/or target area to be addressed			
1a. Who is involved in developing and reviewing your drugs education policy?				
Governors	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Staff	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Pupils	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Parents	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Health professionals	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
LEA School	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Drug Advisors	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
1b. Are drug-related incidents dealt with within this policy?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
1c. How clear are the procedures for dealing with incidents? (1 – Unclear; 4 – Very clear)		1	2	3 4
1d. Does this policy refer to legal and illegal drugs? (eg alcohol, tobacco, solvents, medicines, illegal drugs, other – please state)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
1e. How often is the policy reviewed?				
1f. How well does your policy address the school's responsibilities laid out in local and national strategies? (1 – poorly; 4 – very well)		1	2	3 4

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<p>2. Explain how the policy reflects the overall aims and values of the school. e.g. mission statement</p> <p>i.e. Is the purchase of alcohol discouraged at out of school activities. Is smoking discouraged on school trips. Raffle prizes reflect policy.</p>																										
<p>3. Who has been offered awareness-raising activities that address the local and national strategies?</p> <table> <tr> <td>Governors</td><td>Yes</td><td><input type="checkbox"/></td><td>No</td><td><input type="checkbox"/></td></tr> <tr> <td>Teachers</td><td>Yes</td><td><input type="checkbox"/></td><td>No</td><td><input type="checkbox"/></td></tr> <tr> <td>Parents</td><td>Yes</td><td><input type="checkbox"/></td><td>No</td><td><input type="checkbox"/></td></tr> <tr> <td>Other staff</td><td>Yes</td><td><input type="checkbox"/></td><td>No</td><td><input type="checkbox"/></td></tr> <tr> <td>Were pupils invited to comment?</td><td>Yes</td><td><input type="checkbox"/></td><td>No</td><td><input type="checkbox"/></td></tr> </table>		Governors	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Teachers	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Parents	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Other staff	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Were pupils invited to comment?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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4a. Where is the policy communicated?	Newsletter	<input type="checkbox"/>		
	Posters	<input type="checkbox"/>		
	Planners	<input type="checkbox"/>		
	Lesson time	<input type="checkbox"/>		
4b. Who assesses whether the school's policy has been effectively communicated to all members of the school community?	SMT	<input type="checkbox"/>		
	Governors	<input type="checkbox"/>		
	Identified members of Staff	<input type="checkbox"/>		
4c. How well do you assess the successful communication of these policies? (1 – poorly; 4 – very well)	1	2	3	4
5a. What support is available for pupils felt to be at risk of possible Drug Misuse, ie information regarding Agencies, the Law and Health Risks?			Yes	No
	Sign-posting via:			
	Newsletter		<input type="checkbox"/>	<input type="checkbox"/>
	Posters		<input type="checkbox"/>	<input type="checkbox"/>
	Information Cards		<input type="checkbox"/>	<input type="checkbox"/>
	School planners		<input type="checkbox"/>	<input type="checkbox"/>
	Other (Please see list below)		<input type="checkbox"/>	<input type="checkbox"/>
Identified teacher	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
School-based Health Professional	<input type="checkbox"/>	<input type="checkbox"/>		
Drug Agency Worker	<input type="checkbox"/>	<input type="checkbox"/>		
Youth Worker link	<input type="checkbox"/>	<input type="checkbox"/>		

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5. (cont) 5b. Who is responsible for reviewing and updating the information regarding support services? 5c. How frequently is this information undated? 5d. To what extent do other school staff have knowledge of services to support young people?				
	1	2	3	4
(1 - Little knowledge; 4 - Extensive knowledge)				
Supply evidence for your judgement				
6a. What procedures are there for using visitors from outside agencies in the programme? 				
6b. To what extent are staff and visitors aware of safe procedures for working in the classroom? (1 – low; 4 – high)	1	2	3	4
6c. To what extent is there a joint understanding of the contribution to the curriculum plans of the visitor's input?	1	2	3	4
6d. In a teaching context, is the teacher present throughout the session?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6e. To what extent are visitors consulted in the preparation and follow-up lessons included in the programme?	1	2	3	4
Please supply evidence for your judgements in this section.				

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7a. Is there a planned programme for drug education for all pupils, which is informed by the county priorities and national guidelines?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7b. How well does the school take into account the age appropriateness of the information delivered? (1 – poorly; 4 – very well)		1	2	3 4
7c. How does the school judge the relevance of the information given to pupils as contained in the substance misuse curriculum?				
7d. Who is consulted when monitoring/evaluating the above?				
8a. Does the programme involve development of skills, identify learning outcomes and is based upon pupil needs?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8b. Does the school have a named member of staff who is responsible for drug education provision?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8c. How does the school engage with its staff to assess their levels of comfort with the delivery of substance education?				
Secondary Schools Only				
8d. Have governors who are involved in disciplinary panel/behaviour management been offered incident management training?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9. Do school staff understand the role that schools play in the National Strategy?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10. How does the Drug Education Programme meet the aims and objectives of the school's policy?				

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<p>11. Where in the curriculum do the pupils:</p> <p>a. Gain knowledge about drugs?</p> <p>b. Develop interpersonal skills?</p> <p>c. Explore attitudes about drugs use?</p>	
<p>12a. How is encouragement, information and support provided for pupils and staff who wish to stop smoking?</p> <p>12b. How is encouragement, information and support provided for pupils and staff who want to control their alcohol consumption?</p>	
<p>13. How have you evaluated the impact of your drug education programme?</p>	
<p>14. In planning the programme, how did liaison take place with feeder and receiver schools, concerning health and drugs education?</p>	

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15. What information/training sessions have been offered to parents by the school on drugs and related issues?				
Drugs training	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Drug information as part of another event	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Newsletters	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Annual Report to parents	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Notice board	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Other	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
16a. What training have your staff received on how to plan and delivery drug education?				
<p>Please attach a sheet showing which staff have accessed training and indicate the nature of the training.</p>				
16b. What training have staff received to deal with drug related incidents? (please give details)				