



The DrugAware Award Criteria 2017–2020

Primary



Policy and Leadership	Curriculum and Learning	Support and Early Intervention
<p>1. Leadership</p> <p>1a. SLT ensures that the audit is completed and actions required to meet the criteria for being a “DrugAware School” (set out in this audit) are developed.</p> <p>2. Ethos and school culture</p> <p>2a. The school is a ‘DrugAware school’ explicitly supporting early intervention, support and inclusion in relation to substances.</p> <p>3. Participation and Engagement</p> <p>3a. Evidence is collected from pupils, community links and staff to ensure the drugs education and issues covered are relevant to their age/needs</p> <p>4. Policy</p> <p>The school will have a current drug policy that:</p> <p>4a. is adopted by the governing body. 4b. is linked with medical and smoking policies. 4c. includes processes to identify and respond to, the drug or alcohol related needs of vulnerable young people (including those affected by parental use). 4d. outlines partnerships with named drug and alcohol support agencies . 4e. States that permanent exclusion will be avoided in all but the most serious cases.</p>	<p>5. Drug Education</p> <p>5a. The school delivers drug education in each key stage which meets recommended learning outcomes and content (see content checklist).</p> <p>5b. Drug education has a teacher-led sustainable teaching/deliver model.</p> <p>5c. Staff are confident to teach drug education, develop safety skills and discuss drugs issues with young people.</p> <p>5d. School uses quality assured resources for drugs education (EG those that are ‘health positive’ and develop skills and that avoid pitfalls such as using personal users stories, scare tactics or inappropriate levels of content/ quality assured by a suitable organisation).</p> <p>5e. Planning drug education is based on pupils need using an appropriate baseline survey or activity.</p> <p>5f. If external providers are used, the input they provide will be based on the advice in the gov. drug strategy, known data about the young people’s age-appropriate needs and show clear stated learning outcomes which are measured and assessed after the learning.</p>	<p>6. Supporting vulnerable young people</p> <p>6a. The School has the materials and support staff to deliver targeted drug education where required.</p> <p>6b. Pathways are set out for advice and referral with named drug and alcohol services for young people and linked to ethos and policy statements.</p> <p>Going from good to great - DrugAware plus</p> <ul style="list-style-type: none"> • School has staff trained to use and implements the Ngage toolkit. • Parents support drug education: • The school involves it’s parents/carers in addressing drug/alcohol issues either for themselves or as educators for their child. • Campaign/key message: Pupils choose and promote a positive message in relation to substances that has particular relevance to their school. E.G. Identified from data, student consultation or parental concerns. • Students run a health promotion campaign consistent with the ethos of the school and early intervention.



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Secondary



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<p>1. Leadership</p> <p>1a. SLT ensures that the audit is completed and actions required to meet the criteria for being a ‘DrugAware School’ (set out in this audit) are developed.</p> <p>2. Ethos and school culture</p> <p>2a. As set out in the DfE/ACPO Advice for schools, the school facilitates contact with support agencies for drug related concerns, including parental or own use. Permanent exclusion or moves will be avoided in all but the most serious cases and only after interventions have been tried</p> <p>3. Participation and Engagement</p> <p>3a. Evidence is collected from pupils, community links and staff perceptions to ensure the drugs education and issues covered are relevant to their age/needs</p> <p>4. Policy</p> <p>The school will have a current drug policy that:</p> <p>4a. is adopted by the governing body</p> <p>4b. is linked with safeguarding, PSHE, medical and smoking policies</p> <p>4c. includes processes to identify and respond to, the drug or alcohol related needs of vulnerable young people (including those affected by parental use)</p> <p>4d. outlines partnerships with named drug and alcohol support agencies</p> <p>4e. State that the school applies individual/family support and temporary sanctions for all minor drug/alcohol related incidents (in line with DfE advice).</p> <p>4f. States that permanent exclusion will be avoided in all but the most serious cases (such as repeated incidents or proven supply to others).</p>	<p>5. Drug Education</p> <p>5a. The school delivers drug education in each key stage which meets recommended learning outcomes and content (see content checklist.)</p> <p>5b. Drug education has a teacher-led sustainable teaching/deliver model.</p> <p>5c. Staff are confident to teach drug education, develop safety skills and discuss drugs issues with young people, accessing specialist training if required.</p> <p>5d. School uses quality assured resources for drugs education (EG those that are ‘health positive’ and develop skills and that avoid pitfalls such as using personal users stories, scare tactics or inappropriate levels of content/ quality assured by a suitable organisation)</p> <p>5e. Planning drug education is based on pupils need using an appropriate baseline survey or activity</p> <p>5f. If external providers are used, the input they provide will be based on the advice in the gov. drug strategy, known data about the young people’s age-appropriate needs and show clear stated learning outcomes which are measured and assessed after the learning.</p>	<p>6. Supporting vulnerable young people</p> <p>6a. The School has the materials and support staff to deliver targeted drug education where required</p> <p>6b. Pathways are set out for advice and referral with named drug and alcohol services for young people and linked to ethos and policy statements</p> <p>Going from good to great - DrugAware plus</p> <ul style="list-style-type: none"> • School has staff trained to use and implements the Ngage toolkit • Parents support drug education: • The school involves it’s parents/carers in addressing drug/alcohol issues either for themselves or as educators for their child • Campaign/key message: Pupils choose and promote a positive message in relation to substances that has particular relevance to their school E.G. Identified from data, student consultation or parental concerns. • Students run a health promotion campaign consistent with the ethos of the school and early intervention.