

BRADFORD SCHOOLS DRUG PREVENTION INITIATIVE



Charter Award Application form

When completed, **page 1 only** of this form should be returned to:-

The Charter Award Secretary, C/o 470 Great Horton Road, Bradford, West Yorkshire BD7 3HR

The Charter Award Committee will appoint a person to act as “link” assessor who will be your school’s contact with the Award Committee. Please answer all questions as fully as possible.

Once a Link Assessor is appointed pages 2&3 should support you with the process of evidence gathering.

School Details:

Name of School	
Street address & Postcode	
Telephone number -	
Email address -	
Headteacher -	
Contact person (if different) -	
Number of pupils on roll -	
Number of Teaching staff -	
LEA/Grant-maintained/Independent -	
Date of Application:	

Please retain this section of the Application until contacted

Charter Link Assessor:
(To be notified later)

EVIDENCE REQUEST

To enable the Charter Award Assessors to fully consider your Application it is necessary for us to request comprehensive evidence within the following criteria. Please use the six areas listed below to identify documents to use as evidence of the work being carried out in school.

All reference documents should be clearly identified by name and filed in accordance to the criteria headings.

Assessment Criteria and suggested evidence for the Charter Award:-

Please provide documentation as necessary to support your application.

1) Curriculum

National Curriculum PSHE Programme of Study: PSHE Scheme of work

- a. Planning formats, lesson plans etc
- b. PSHE Association Programme of Study
- c. Medium term planning
- d. Short term planning
- e. Pupil's work examples
- f. Photographs
- g. Displays
- h. How we keep children safe – not just drugs – sports days, healthy eating, physical activity, Heartstart/IMPS (Injury Minimisation Programme for Schools)
- i. Information to Parents – prospectus, information sheets
- j. Links to website

Summary of existing drugs awareness and health provision across year groups including how it is delivered. Is this presented to parents and carers e.g. within the school prospectus?

2) Audit & Evaluation of Provision

Monitoring procedures e.g. staff/pupil questionnaires, staff/pupil interview, work/planning scrutiny, observations, evaluations, learning walk drop in.

- a. Curriculum monitoring
- b. Action plans
- c. Team meetings/staff meetings
- d. Sharing good practice
- e. Staff training
- f. Responsibilities of PSHE/Drug Co-ordinator

Provide details of any methods of curriculum review and audit procedures to provide provision and progression. Who has responsibility for such procedures?

Cont'd on P3

Cont'd from P2

3) Resources

List of resources – books, DVD, teaching packs, lesson plans linked to scheme of work

- a. Where are they stored? How do staff access them?
- b. Who is responsible for them?
- c. External Agencies/Visitors
- d. After school clubs

How does the school use the visitor's policy? Do staff meet with external visitors before delivering in the classroom? Evaluations?

4) School Policies

- a. PSHE education
- b. Drugs including Managing Drugs Incidents
- c. Sex and Relationships
- d. No Smoking
- e. Medicines including special medical needs
- f. Trips and Visits – Use of Alcohol
- g. Outside Visitors
- h. Safeguarding
- i. Child Protection
- j. Behaviour
- k. Anti-Bullying

Does your school have a policy dealing solely with the use of drugs in your school?

Does it deal with curriculum, expectations of pupil behaviour, discipline/sanctions, review procedures, health and safety, pastoral support and staff development? If the answer is no, how are these matters dealt with?

Check when last reviewed.

5) Policy Development

Time-scales

Consultation process involving pupils, staff, parents, and governors.

- a. Who was involved?
- b. Review process
- c. How is the review process informed

Summarise the process followed in the creation of any policies. How often do you review policies?

Questionnaires for children and feedback to parents/staff/governors

Cont'd on P4

Cont'd from P3

6) Support Agencies and Networks

List of Support Agencies

- a. External Agencies e.g. school nurse, police, drugs agencies
- b. Safeguarding/ Child Protection
- c. Parental Involvement Officer
- d. Family Support
- e. Targeted work for those most vulnerable
- f. Staff training/Courses

Provide details of any systems or networks that have been created or developed to support young people who might be identified as being at 'risk' from substance abuse.

What support is available to pupils, families and staff around issues concerning drugs?

Thank you

Thank you for spending the time to complete your portfolio of evidence. We hope that you will understand that quite a lot of information is required for us to adequately assess the hard work your School is doing to address substances and their potential impact upon young people.

Please add any other information you feel is necessary in support of your Application.

If you would like to take a look at the BSDPI Website – use this Link: <http://bsdpi.org/>
