

Police Guide

Curriculum for Excellence

Health and Wellbeing • Core Subjects • Learning Outcomes



Community Services
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Dumfries and Galloway
Constabulary



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Curriculum for Excellence

Health and Wellbeing • Core Subjects • Learning Outcomes

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Foreword

In Dumfries and Galloway the police service, school and education services enjoy particularly strong and productive relationships.

Central to this relationship is a team of hard-working and enthusiastic school liaison officers and teachers whose aim, along with other partners, is to promote positive citizenship amongst our children and young people, with a view to improving the safety and wellbeing of all.

It is also an exciting time for education. The Scottish-wide strategy of the Curriculum for Excellence provides schools and all key partners with a clear focus and purpose; to ensure the delivery of a corporate, planned and consistent message to every child and young person within the area, whether they are in a small rural primary school or one of our main secondary schools.

We hope you will find this document and the learning outcomes useful in providing you, as a school liaison officer, with the skills and knowledge to present a quality programme in conjunction with our partners in education.

Signed Patrick Shearer
Chief Constable
Dumfries and Galloway Constabulary

Signed Colin Grant
Director Schools Services
Dumfries and Galloway

Introduction

This guide has been prepared to equip you, as a school liaison officer, with the necessary knowledge, resources and skills to visit schools and provide effective, consistent, imaginative and quality social education presentations. These inputs should effectively impact upon our young people in ways that encourage them to act as responsible citizens, confident individuals, effective contributors and successful learners within our communities throughout Dumfries and Galloway.

Every school is different. Every pupil is different. Every police officer, and the ways in which social education is delivered can be different, however the messages which police officers give to pupils must be consistent throughout the region. As pupils from small rural primary schools move into larger, more urban secondary schools, it is equally important for these children to share the same experiences and knowledge on important subjects which we as police officers are able to provide.

This guidance has been prepared as a direct result of work carried out on key national strategic documents such as the Single Outcome Agreement between Dumfries and Galloway and the Scottish Government, the Dumfries and Galloway Community Safety and Antisocial Behaviour Strategic Assessments 2008–9 and the Dumfries and Galloway Community Plan. All of these documents clearly identify the following areas as priorities to be addressed:



- substance misuse
- antisocial behaviour
- road safety
- personal safety



It is acknowledged that no single agency can effectively tackle any of the above priorities on its own and that there are a range of measures which can work to reduce risk and improve safety. As part of the force's commitment to a policy of prevention and early intervention, Dumfries and Galloway Constabulary has undertaken to work in partnership with our colleagues in all primary and secondary schools and with other agencies to assist in the delivery of presentations and activities in the four priority areas listed above.

In addition to these developments, the Curriculum for Excellence was introduced in May 2009, focusing on the way schools approached literacy, numeracy and health and wellbeing. Each subject has a series of learning outcomes which **MUST** be achieved, and these outcomes contained within the health and wellbeing element have been used as a benchmark in preparing this document, to ensure all children aged 3–18 will receive the same minimum standard of police contact, presentations and knowledge.

As a school liaison officer, you may also be asked to provide inputs to classes on other issues, for example if your school is located near water or railways. It is naturally appropriate these schools will be keen to address such concerns. This guidance document is not designed to remove or replace existing good relationships and local arrangements between schools and police. It is simply here to ensure that, in the case of the four key areas listed above, every pupil in the region receives the same information at the same stage in their development.

I. How Curriculum for Excellence Works

1.1 Curriculum for Excellence (CfE) has been designed for use in education, working with partner agencies, to provide a complete learning experience which is efficient, coherent and flexible to the needs of all concerned. To simplify, the ultimate aim of CfE is to ensure that all people aged 3–18 grow to become:

- successful learners
- confident Individuals
- responsible citizens
- effective contributors



1.2 This applies to all children in all curricular areas in and out of school and is designed to include learning and development well beyond what is formally taught in a traditional classroom environment. It is about a child’s whole development through contact with a wide range of people, experiences and influences.

Levels of learning have been identified within CfE as follows:

Level	Stage
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and fourth	<p>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</p> <p>The fourth level experiences and outcomes are intended to provide possibilities for choice and young people’s programmes will not include all of the fourth level outcomes.</p>
Senior	S4 to S6, and college or other means of study



1.3 Across the curriculum, learning outcomes have been written to meet the achievements and age of the pupil, and given a number to correspond with. An example of this is as follows:

Second	◀ This means the outcome is designed for Second Stage (to the end of P7).
I can identify the different kinds of risks associated with the use and misuse of a range of substances.	◀ This is the identified outcome – your presentation MUST meet this criteria.
HWB 2-4 1a	◀ This is the Health and Wellbeing (HWB) outcome number (there are 51 outcomes in the HWB document, many of which are directly applicable to police)

In practice, this means that all agencies who are working towards a learning outcome can utilise their knowledge and experience and through a programme of presentations, can achieve learning outcomes while ensuring all partners involved are aware of what topic(s) each will cover.

There should be a mutual awareness of, and familiarity with, the lesson plans and supporting materials developed by all partners to ensure that schools are able to put in place a coherent set of outcomes and experiences for children and young people. In that connection, it should be noted that a large percentage of outcomes, particularly in the area of substance misuse, are addressed by police, education and other agencies, but from different angles. Joint consultation has taken place to ensure that these materials reinforce key messages and highlight specific concerns. The experience of all agencies involved have been used to achieve this goal.



Using this Guide

2.1 In the sections below you will find tables for each of the level groupings as defined by the Curriculum for Excellence. There are four headings.

- Health and wellbeing (HWB) outcomes
- Police outcomes
- Suggested development
- Suggested resources and identified best practise

2.2 HWB Outcome

This column outlines the learning outcome statement that must be achieved for this level of student. In early stages, these statements will usually be more general and not as specific or ambitious as they may be at later levels. The presentation and/or activity(ies) you decide to use for this level must all work towards ensuring that the statement in this column is satisfied. Remember that these outcomes are not your sole responsibility – teaching staff, parents and other professionals all have a part to play in the whole development of the child. You might consider this when delivering your input to the process if appropriate.

2.3 Police Outcomes

This column simply lists which subject area and policing priority best covers and links to the learning outcome.

2.4 Suggested Development

This column gives a very general description of what sort of topic(s) should be covered to help achieve the outcome(s). You will note that the term 'suggested' is used here. This is deliberate, since this guide is not intended to be rigid or dictatorial about how you meet the outcome(s). It does, however, point you towards how the outcome is commonly covered.

2.5 Suggested Resources and Identified Best Practice

This column is intended to point you towards existing materials, such as PowerPoint presentations, other reference materials, packs or specific activities that are available to use. Again, they are suggested rather than mandatory. It is intended however that where possible you do use these resources for the sake of corporacy, efficiency and consistency. A lot of effort and research has gone into ensuring this column provides the best known materials available. It is also not best use of your time to be creating your own materials when suitable materials already exist.

2.6 In time it is intended to refine and review this column as officers feel the benefit of it and wish to contribute to it. The intention will be to place many of the resources listed onto GLOW, the Scottish schools intranet – see section 8 for further details of this system. In summary this should mean that officers can walk into the school empty handed, log in the classroom PC and access the relevant material from there.

2.7 There are countless resources on the market that are available to use in all sectors of the curriculum, however this guide, and the presentations that are recommended for use, are available within all schools in Dumfries and Galloway.

2.8 Some presentations have been prepared as a guide on various formats such as PowerPoint or written lesson plans, however these are produced as a guide only. Every school and every police officer has different presentation styles, different talents and ideas and the resources suggested should not be considered as a replacement for an officers' individual creativity. That said, if a presentation you have prepared yourself is successful and achieves all outcomes planned, please ensure consultation takes place with divisional community safety sergeants to ensure quality control and, if appropriate, the resource(s) can be added to GLOW for the benefit of every school officer. Examples of best practice are always appreciated by others and can be used as the basis for their own input.

2.9 If, however a new resource and/or presentation is prepared, the following points should be considered:

Note the reference to the learning outcomes based within the health and wellbeing document – will your presentation meet the outcome(s)?

Is the presentation interactive and does it involve your audience? Active learning techniques have been identified by education services as a key teaching tool.

Will the presentation be easy to reproduce and look professional to others?

Is it being delivered in an appropriate environment to manageable numbers of pupils?

2.10 Times

Punctuality and accurate timekeeping are of great importance in such disciplined, timetabled environments as schools. Therefore, no prescribed durations for lessons have been produced in this guide, in part because each school has varying period times and partly because you may need to tailor your commitment depending on your capacity to deliver multiple inputs and/or whether you decide to combine several outcomes into one input. You should work in conjunction with the local teaching staff to ensure that you are given enough time to deliver your input and that your input is not too ambitious to deliver in the time available. Similarly, do not attempt to deliver some of the important priority topics covered in this

guide in an unrealistic 10 minute slot at a school assembly. Appendix a. lists some practical considerations surrounding the time you spend in the class including introductions, transition points and class activities.

In some inputs, it would be appropriate to allocate time to conduct a knowledge check toward the end of the period. This need not be formal, can be verbal, a quiz or in some light-hearted format for example and serves to confirm that the message you have just tried to deliver has been properly absorbed by the class.

It is obviously best practice to fully discuss your intentions with, and seek the advice of, the class tutor well in advance of the delivery date. This can potentially allow you and the teacher to deliver the input together, which can powerfully reinforce a message. A joint, facilitated approach to a subject, using relevant discussions, syndicate groups and interactive, engaging activities to put across your input can prove to be a far more effective educational experience for the students, be less onerous to put together for you and be less stressful on you in terms of having to talk in a monologue along with a powerpoint for 40 solid minutes.



3. Early Level

3.1 The Early Level of CfE is described as “the pre-school years and P1, or later for some.”

3.2 During the early years of a child’s education, the focus is on underpinning the values of the nursery or primary school. Some pupils will have been taught differing values of respect, trust and manners within the home environment therefore it is particularly important at this level, as with every level, to ensure the ethos of the school is upheld and to ensure that every pupil is made to feel included as part of a community, and that their inclusion within that community is completely fulfilled. At the early level of education, it is important to bear in mind the agenda in line with the Getting it Right for Every Child (GIRFEC) strategy, this being “a focus on improving outcomes for children, young people and their families based on a shared understanding of wellbeing.”

3.3 Below is a list of learning outcomes as defined by CfE outcomes for early level pupils which can be directly linked to police presentations. Presentations at early level are designed to be no more than 30 minutes.

Note: Some outcomes have been separated on this guide by a dotted line. These have been categorised and a lesson dealing with one outcome may also achieve others, however outcomes can be mixed and matched to suit.

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances (HWB 0–s03a)	Personal Safety	Nursery – P1	Use of pictures/slides of police officers and other emergency services
I can describe some of the kinds of work that people do and I am finding out about the wider world of work (HWB 0–20a)	Road Safety Personal Safety	Informing pupils on the basic roles of the police officer, with emphasis on helping people. Use examples of helping people and encourage pupils to tell you of a time when they helped someone.	Description of uniform
I know and can demonstrate how to travel safely (HWB 0–18a)	Road Safety Personal Safety	Crossing the road safely Car booster seats	Children’s Road Traffic Club resources (available from RSU staff)

4. First Level

4.1 The First Level of CfE is described as “to the end of P4, but earlier or later for some”

During First Level education, pupils will expand on the issues already learned in Early Level, and many of the outcomes are the same, however some outcomes are more detailed and designed to look at some issues in-depth.

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
I recognize that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all (HWB 1–10a)	Personal safety Antisocial behaviour	Diversity	Self-made presentation Fingerprint pads
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community (HWB 1–13a)	Personal safety Antisocial behaviour	Citizenship – helping each other, being a friend, recognizing bullying, encouraging reporting, examples of good citizens	Self-made PowerPoint or talk
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others (HWB 1–09a)	Personal safety Antisocial behaviour	Rules and laws – at school, at home and in community	School Action Plan presentation ‘Good Citizens’
I can describe some of the kinds of work that people do and I am finding out about the wider world of work (HWB 1–20a)		Police in the community	Book on police duties (as amended from Strathclyde version), available to download from Itscotland website

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
I know and can demonstrate how to keep myself and others safe and how to respond to a range of emergency situations (HWB 1-17a)	Personal safety Antisocial behaviour	Safer strangers	Prepared PowerPoint on 'Safer Strangers' Video clips on scenarios, asking pupils what they can see take place
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible (HWB 1-16a)	Personal safety	Learning to trust instincts	Use of websites www.childseyemedia.com www.kidscape.org
I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this (HWB 1-49a)	Personal safety Personal safety	Internet safety for young children 999 calls What's an emergency?	Child Exploitation Online Protection (CEOP) 'Hectors World' available from www.thinkuknow.co.uk Phone
I know and can demonstrate how to travel safely (HWB 1-18a)	Road safety	Crossing the road High visibility clothing In-car safety	Street sense 2



5. Second Level

5.1 The Second Level of CfE is described as ‘to the end of P7, but earlier or later for some.’

Having taken learning outcomes from Early and First Level, pupils will now be learning about more detailed subjects which from a wider educational perspective, is designed to fit perfectly with what they have already learned and able to put into context.

5.2 From a police perspective, it is also a time when substance misuse education becomes more detailed and focused. Be aware that some pupils may come from family/home backgrounds which may have substance misuse issues, therefore tread carefully when mentioning topics such as addiction and describing substance misusers etc.

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it (HWB 2–49a)	Personal safety	Internet safety: explaining there is no difference to meeting people online as there is offline	CEOP video ‘Jigsaw’ and lesson plan available from www.thinkuknow.co.uk www.childnet-int.org
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. (HWB 2–09a)	Personal safety Antisocial behaviour	Laws and values <ul style="list-style-type: none"> • vandalism • bullying • general antisocial behaviour 	Use of school charter Citizenship lesson notes as prepared by PC J Dunbar
I recognize that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all (HWB 2–10a)	Antisocial behaviour	Bullying	Citizenship & The Law, managing conflict, p24 and p49
Through contributing my views, time and talents I play a part in bringing about positive change in my school and wider community (HWB 2–13a)	Antisocial behaviour	Promoting citizenship & diversity Setting examples	Exercise on likes/dislikes Citizenship & The Law Post-It notes PowerPoint ‘Good Citizens’ (Primary 5–7)

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
I know and can demonstrate how to travel safely (HWB 2–18a)	Road safety Personal safety	Travelling safely Use and awareness of different forms of transport	Operation Safety Interactive traffic survey available at www.dingding.org.uk
Representing my class, school and/or wider community encourages my self worth and confidence and allows me to contribute to and participate in society (HWB 2–12a)	Road safety	Road safety	Junior Road Safety Officer scheme
I understand the effects that a range of substances including tobacco and alcohol can have on the body (HWB 2–38a)	Substance misuse	Introduction to substance misuse Age restrictions of some substances and reasons why	(P5/6) Basic Introduction to illegal drugs and harmful substances Use of ‘Choices for Life’ event in P7 as a platform for dealing with substance misuse issues. Presentations before and after the event should reinforce message and lessons plans are available from www.choicesforlife.co.uk PowerPoint ‘Primary Drugs’
I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognize the impact this may have on my actions (HWB 2–39a)	Substance misuse Personal safety Antisocial behaviour	Use of positive peer pressure Avoidance techniques	Choices for Life lesson plans
I know that alcohol and drugs can affect people’s ability to make decisions (HWB 2–40a)	Substance misuse Antisocial behaviour	Decision making ‘Choose to Refuse’	Choices for Life lesson plans Up/Down/Spinning Around resource (amended from Lothian & Borders)

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
I can identify the different kinds of risks associated with the use and misuse of a range of substances (HWB 2-41a)	Substance misuse Personal safety	Finding needles Not knowing what substances are Risk taking	PowerPoint 'Primary Drugs' Placebo drug box
I know of actions I can take to help someone in an emergency (HWB 2-42a)	Substance misuse Personal safety	Use (and misuse) of 999	Poster competition BT hoax calls DVD
I understand the impact that misuse of substances can have on individuals, their families and friends (HWB 2-43a)	Substance misuse Antisocial behaviour Personal safety Road safety	Negative effects of drug and alcohol use Protecting others	'Operation Safety' in P7 focuses on first aid, personal safety and emergency situations 'Get Real' DVD – Real stories (example – A usual Sunday morning) PowerPoint 'Primary Drugs'



6. Third & Fourth Levels

6.1 Third and Fourth Level of CfE is described as ‘S1 to S3’, but earlier for some. This means experiences and outcomes as learned in primary school will provide pupils with a solid foundation as they progress into secondary school.

6.2 The fundamental outcomes of which are reflected throughout all stages of development remain the same, however more detailed and clearer outcomes begin to evolve as pupils at this stage require more focused learning on individual topics such as substance misuse.

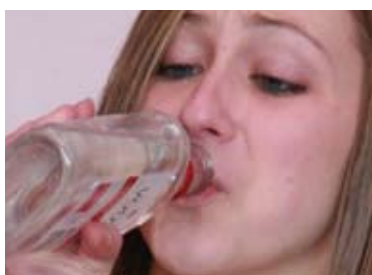
Note – Some outcomes have been separated on this guide by a dotted line. These have been categorised and a lesson dealing with one outcome may also achieve others, however outcomes can be mixed and matched to suit.

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse (HWB 3–49b and 4–49b)	Personal safety	Internet safety 1hr (S1) Internet safety assemblies (S2/3)	CEOP ‘Think u Know’ presentation CEOP ‘Consequences’ presentation both available from www.thinkuknow.co.uk
I recognize that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all (HWB 3–10a)	Antisocial behaviour Personal safety	Awareness of hate crime and discrimination laws	Citizenship and the Law Racial Discrimination pages 88–89
I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour (HWB 3–49a/4–49a)	Antisocial behaviour Personal safety	Domestic abuse awareness	PowerPoint domestic abuse generic presentation
I know and can demonstrate how to travel safely (HWB 3–18a and 4–18a)	Road safety	See Road Safety Unit staff and/or school PSHE staff	‘Crash Magnets’ resource pack ‘Your Call’ resource pack website: www.direct.gov.uk/talesoftheroad

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
<p>As I explore the rights to which I am entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. (HWB 3–09a and 4–09a)</p>	<p>Antisocial behaviour Personal safety</p>	<p>Perception of the law Awareness of the law and relevant offences to young people: vandalism, breach of the peace, assault, weapons. Procedures relating to crime, courts, sentencing and law</p>	<p>Self-made PowerPoint or presentation</p>
<p>I am learning to assess and manage risk, to protect myself and others and reduce the potential for harm when possible (HWB 3–16a)</p>	<p>Antisocial behaviour</p>	<p>Decision making Peer pressure Crime prevention</p>	<p>Youth crime figures</p>
<p>I understand that my feelings and reactions can change depending on what is happening within and around me. This helps me to understand my own behaviour and the way others behave (HWB 3–04a and 4–04a)</p>	<p>Antisocial behaviour</p>	<p>Behaviour in the Community Perception of young people and other people Rights and responsibilities of young (and other) people Reasons/excuses for committing crime</p>	<p>Self-made presentation</p>
<p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others I a range of circumstances (HWB 3–03a and 4–03a)</p>	<p>Antisocial behaviour Personal safety Road safety</p>	<p>Reasons/excuses for committing crime Effects of crime Support for victims</p>	<p>Use of websites such as www.crimeandyoungpeople.net (This is a Victim Support website aimed at young people)</p>
<p>Through contributing my views, time and talents, I play a part in bringing about a positive change in my school and wider community (HWB 3–13a)</p>	<p>Antisocial behaviour Personal safety</p>	<p>Statements Reporting crime</p>	

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
<p>I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional and legal consequences of the misuse of substances (HWB 3–38a/4–38a)</p>	<p>Substance misuse Antisocial behaviour Personal safety</p> <p>Substance misuse</p>	<p>The law in relation to drug use</p> <p>Negative effects of drinking Attitudes towards drinking</p>	<p>‘Get Real’ DVD www.at-bristol.org.uk (follow links to ‘Alcohol and You’ section)</p> <p>‘Tonight You Decide’ ‘Wasted’ DVDs QUIZDOM interactive survey</p>
<p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognize the impact this may have on my actions (HWB 3–39a/4–39a)</p>	<p>Substance misuse</p>	<p>Dispelling myths</p>	<p>Promotion of factual websites such as Talk to Frank etc ‘Wasted’ DVD</p>
<p>I understand the impact that ongoing misuse of substances can have on a person’s health, future life choices and options (HWB 3–43a/4–43a)</p>	<p>Substance misuse</p>	<p>Normative behaviour Addiction issues Disclosure laws</p>	<p>‘Get Real’ DVD</p>
<p>I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure. (HWB 3–40a/4–40a)</p>	<p>Substance misuse</p>	<p>Decision making Drinking limits</p>	<p>Self-made presentation Presenter from outside agency</p> <p>Unit calculator QUIZDOM interactive survey</p>
<p>I know how to access information and support for substance-related issues (HWB 3–40b/4–40b)</p>	<p>Substance misuse</p>	<p>Support and advice for substance misuse issues</p>	<p>Drug literature eg. ‘Drugs – What Every Parent Should Know’</p>

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
After assessing options and the consequences of my actions, I can identify safe and unsafe behaviours and actions (HWB 3–41a)	Substance misuse Personal safety	A user’s story Normative behaviour	‘Get Real’ DVD Statistics from DC S Jardine
I know the action I should take in the management of incidents and emergencies relating to substance misuse (HWB 3–42a/4–42a)	Substance misuse Personal safety	Both drug and alcohol use Accessing help and support Harm reduction strategies and first aid	Use of local support services www.talktofrank.co.uk www.knowthescore.com Resources and literature from substance misuse co-ordinator
I know that the use of alcohol and drugs can affect behaviour and the decisions people make about relationships and sexual health (HWB 4–41b)		Sexual offences Consent Drug assisted sexual assault	Sexual health/law presentation
Through investigating substance misuse in my local community, I can reflect on specific issues and discuss how they are being addressed (HWB 3–43b/4–43b)	Substance misuse Antisocial behaviour	Impact on substance misuse	Crime statistics ‘Get Real’ DVD
I understand the local, national and international impact of substance misuse	Substance misuse Personal safety	Local bye-laws (if applicable) Local initiatives Awareness of the importance of intelligence and reporting incidents	Literature on local initiatives Intelligence ‘jigsaw’



7. Senior Level

7.1 Senior Level is described as, 'S4 to S6, and college or other means of study.'

Unlike earlier levels, Senior Level does not contain individual learning outcomes however its aim is to provide a broader sense of values, morals, skills to deal with challenge and conflict and develop better social skills. As school pupils reach S4 they will be, or be approaching 16 years of age, therefore this is the natural opportunity for police to explain the difference in legal procedure. Bear in mind that a large proportion of the premium target audience will be leaving school at the end of S4, therefore consideration should be given to ensuring police advice or presentations are aimed for this time.

7.2 The purposes of the senior phase are to provide all learners, whatever their individual needs, with:

- an experience which builds on their learning in S1 to S3 with scope to develop their individual potential
- a broad preparation for adult life, whether their own next stage is further/higher education or employment
- volunteering and for participation in wider society
- opportunities to extend their own abilities and interests
- opportunities to study at as advanced levels as possible, to a high degree of rigour
- opportunities for a range of personal achievements, in or out of school.
- recognition of achievement, both attainment of qualifications and wider achievements.
- continued emphasis on literacy, numeracy, health and wellbeing and the development of a wide range of skills for life and skills for work.

HWB Outcome	Police outcome	Suggested development	Suggested resources & identified best practice
(Suggested stage S4) A broad preparation for adult life, whether their own next stage if further/higher education or employment or volunteering and for participation in wider society.	Road Safety	(S4) 'Attitudes' presentation provided by Road Safety Unit	PowerPoint (see Road Safety Unit for latest version)
Continued emphasis on literacy, numeracy, health and wellbeing and the development of a wide range of skills for life and work.	Personal safety Antisocial behaviour	Knowledge of the law and court system (16yrs plus)	Self-made presentation Consider asking class to research crime pages from websites such as www.direct.gov.uk before class discussion, or use resources from this

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
		Disclosure laws	Explore www.disclosurescotlandgov.uk and look at potential implications of committing crime Victim Support websites
	Personal safety Antisocial behaviour	Crime and young people, emphasizing they will most likely be in contact with the law (either as victim or accused) between 16-25 years	
	Substance misuse Antisocial behaviour	Drug and alcohol-related crime, including Blood borne viruses	
		Sexual crime (emphasis on consent)	
(Suggested stage S5) A broad preparation for adult life, whether their own next stage if further/higher education or employment or volunteering and for participation in wider society.	Road Safety	Young drivers	Resources as directed by Road Safety Unit but subjects to be covered will include driving licenses, insurance, drink driving, passenger safety and mobile phones.
Continued emphasis on literacy, numeracy, health and wellbeing and the development of a wide range of skills for life and work.	Personal safety Substance misuse	Safety in pubs/clubs Safety on public transport Mobile phone safety and security Responsibilities when living away from home (ie noise, neighbour disputes)	Presentation 'Senior Personal Safety'

Health & Wellbeing outcome	Police outcome	Suggested development	Suggested resources & identified best practice
		<p>Online safety including banking and social networking sites (employers search online for profiles) Promotion of 08456005701 number</p>	
<p>(Suggested stage S6) A broad preparation for adult life, whether their own next stage if further/higher education or employment or volunteering and for participation in wider society.</p>	<p>Road safety Personal safety</p>	<p>'Choices' multi-agency day</p>	<p>Breath kit, PIT test, compilation of CCTV images showing violent behaviour</p>
<p>Continued emphasis on literacy, numeracy, health and wellbeing and the development of a wide range of skills for life and work.</p>	<p>Personal safety Road safety Substance misuse Antisocial behaviour</p>	<p>'Big World' event which covers substance misuse (both drug and alcohol), domestic abuse, crime, personal safety and road safety</p>	<p>As per each agencies' resources</p>
	<p>Personal safety Road safety Substance misuse Antisocial behaviour</p>	<p>Memory stick</p>	<p>Memory stick initiative which covers all areas above and others including planning for emergencies</p>



8. GLOW

8.1 GLOW is the world's first educational intranet which has been designed for use in schools in Scotland. The project is managed by Learning & Teaching Scotland, and will allow resource sharing, easier partnership working between police and other agencies, and allow officers and teachers to develop and plan their curriculum programme easily.

8.2 In basic terms the police will be able to add our presentation packages to GLOW and access them via any computer whilst attending at different schools.

8.3 Benefits of GLOW include:

- an ability to update learning outcomes centrally, and update resources
- the removal of using CDs/pen drives, and other media to access files (these will be available to use at schools using GLOW login)
- an easy platform to ensure all outcomes which are police relevant are being achieved
- the ability to see what is going on in your school from any PC connected to the internet
- the ability to send emails and post messages to any pupil or groups of pupils

8.4 The website www.ltscotland.org.uk allows everyone an overview into the site at national and regional level, however all school liaison officers will have access to an enhanced area of GLOW via a log-in and password provided by the education department which will allow users to research what schools are doing in their area, and where/when police-related curriculum activities can link in. All lesson plans and supporting materials have been posted onto GLOW which can be accessed by police and teachers. Outcomes and lesson plans can be researched and viewed on GLOW by going through the GLOW/Police User Group, then clicking onto whichever level you require (for example Second Level for P4–7), and then finding the relevant topic (such as road safety).

8.5 For those who require GLOW access you will need to visit the GLOW main website and find the Dumfries and Galloway area, then email administrators with the following information: your name, rank, shoulder number, date of birth, contact phone number (work), gender, current station, employee number and school(s) to which you affiliated.



8.5 You will then receive your login and password enabling you to explore the site in greater depth.

8.6 The input and removal of police information on GLOW will be managed by the divisional community safety sergeants.

9. Pupils With Additional Needs/Diversity

9.1 It is highly likely that a school liaison officer will come into contact with a child who has additional needs. The list is too exhaustive to publish fully in this document however issues such as deafness, dyslexia, autism and others need to be addressed properly and every child, in or out of the classroom, deserves to gain a learning experience which is equal to any other pupils. It would be good practice to regularly consult with teaching staff and should there be any queries, officers can consult with the diversity office at Police Headquarters. Alternative resources and advice be found via the Learning and Teaching Scotland website www.ltscotland.org.uk

9.2 While it is not possible to include every possible issue you may encounter, an example is the condition of autism spectrum disorders. Consultation has taken place with educational psychologists and this condition is often a hidden or unnoticed disability which needs a greater understanding from all practitioners who will come into contact, either from a positive classroom experience or from a negative incident which may be perceived as being criminal action.

9.3 Whilst autism cannot be considered a defence for criminal behaviour, those who have been diagnosed with such a condition require to be understood and dealt with appropriately. The following is an extract from the National Autistic Society website:

9.4 “The vast majority of individuals with autism are law abiding and respect the rules of society. Indeed, in many cases, individuals with autism are unusually concerned to keep the letter of the law, due to the nature of the disability. On occasions when a person with autism comes to the attention of police and other services, it is normally as a result of their social and communication difficulties being misunderstood and because they are not given appropriate support.”

9.5 It is difficult to define the physical symptoms of autism, however it is very easy to mistake some of the attributes of a child with autism to bad behaviour. Some of the attributes which police officers should be aware of include (but are not limited to):

- an inability to understand body language
- inappropriate comments at inappropriate times
- inability to maintain eye contact
- being unusually honest (which can often be mistaken for sarcasm or cheek)
- need things to be the same
- need for control
- like routine and predictability
- change of plans, people, activities, environment very stressful/difficult
- unfamiliar surroundings very stressful/difficult
- makes unusual connections with information

9.6 If you, as a police officer either has a child who suffers from autism within a classroom environment, you should be informed of this prior to any lesson, however sometimes it has been known for this not to happen. If you have cause to deal with an incident which involves a person with autism:

- Don't make assumptions about 'odd or unusual' behaviour such as feeling or staring at things from unusual angles.
- Don't make assumptions about intentionality behind behaviour/communication. Question to check if it is meant in the way you think it is. They may not just be being smart or cheeky by giving you that answer.
- Watch out for young people who do not seem to respond to; the situation, the authority, the questions or to other people; emotions, facial expressions or body language.
- Watch out for young people whose answers may be unusually 'honest.'
- Watch out for young people who correct you.
- If someone has 'lost it,' once they and those around them are safe, let them calm down. Don't speak or touch them. Wait till they calm down (20–50mins). In the meantime, consider contacting a member of staff who is experienced with the child, even by asking another class member to do this for you.
- If they are 'known' find out from parents/carers about their difficulties so you know what supports helps and what to do to calm them down.

9.7 Officers should consider not only autism spectrum disorders but be aware of potential additional needs of young people within your audience and understand that as a key partner in the education of that young person, you are able to provide a positive influence and experience.



Teaching Methods

Below is a summary guide to delivering presentations to children and young people in schools, and has been based on the teaching methods course which was delivered to school liaison officers in 2009. A checklist is included with this which can be printed/copied for use within schools.

Early meeting(s) should be arranged in schools to map out how, when and by whom specific health and wellbeing outcomes will be addressed during the school session .

It is hoped that a culture of dialogue and shared purposes will continue to develop from a firm foundation of joint working in the past. The health and wellbeing outcomes provide an excellent platform on which to build effective working practices. In this way, an integrated, coherent and consistent approach to the realisation of health and wellbeing outcomes will be achieved.

Preparation Before the Lesson/Presentation

1. School contacts

Who is organising the presentation?

2. Shared goals/theme

How will the presentation fit with current curriculum work? Which outcome(s) will it achieve? Consider a presentation in partnership. Have joint meetings taken place with teaching staff to plan for the coming session?

3. Time and place

Is it a 15 minute assembly, a whole day, one period etc?

4. Materials

Which resource(s) will be needed? Will you need stationery/IT requirements?

5. Health and safety of pupils

What is the subject of the presentation? Will there be any pupil(s) who will find the subject sensitive?

6. Progression/transition points

How will your presentation 'flow' from one stage of learning to the next?

7. Lesson Plans

Using lesson plans in conjunction with school to ensure clarity, focus and structure.

8. Consider a reserve

Who can do the presentation in your absence?

Delivery of the Presentation

1. Starting the lesson

Settle the class. Introduction to class, ground rules and aims of presentation.

2. Transition point(s)

How will you change from a class discussion to an activity?

How many activities will you incorporate into the lesson?

3. Activities

Will these be (a) teacher-led, (b) discussion groups (c) individual work etc.

4. Ending the lesson

Summary of key points/messages, feedback from pupils and staff/self evaluation

Further guidance and a full PowerPoint on teaching methodology and other challenges which may be encountered are included in the resource package which will be available to view on GLOW. It is anticipated that all school-based officers will receive training on teaching methods.



School Presentation Planning Sheet

<p>Name of school</p> <p>.....</p> <p>Class(es)</p> <p>.....</p> <p>School contact</p> <p>.....</p> <p>Police contact</p> <p>.....</p>	<p>Title/theme of presentation</p> <p>.....</p> <p>Outcome(s) to be achieved</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Length of presentation</p> <p>.....</p>
<p>Time/date of presentation</p> <p>.....</p> <p>Venue</p> <p>.....</p> <p>Number of pupils</p> <p>.....</p>	<p>Resource(s)</p> <p>.....</p> <p>.....</p> <p>IT/stationery requirements?</p> <p>.....</p> <p>.....</p>
<p>Possible issues (such as a child who finds the subject sensitive)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Feedback (post presentation)</p> <p>.....</p> <p>.....</p> <p>Learning points for future</p> <p>.....</p> <p>.....</p>

This form should be completed and submitted to your line manager for auditing and quality control purposes. It is anticipated an electronic version of outcomes achieved will be available on GLOW in the future. Your feedback will ensure continued quality and consistency throughout the force area and can be used to benefit other officers. School liaison is a standing agenda item at community supervisors' meetings.

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