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Guidance for substance misuse education



Guidance

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Audience	Headteachers; governing bodies; personal and social education (PSE) coordinators; coordinators and deliverers of substance misuse education (SME) in organisations; organisation leaders; management committees; staff with building management roles; school nurses and first aiders; visiting organisations delivering SME; local partnerships, local authorities and coordinators/deliverers of SME; school councils and youth fora, Welsh Network of Healthy Schools Scheme coordinators.
Overview	This guidance is for all organisations in the statutory, voluntary and independent sectors that offer educational opportunities to children and young people under the age of 19. It replaces <i>Substance Misuse: Children and Young People</i> National Assembly for Wales Circular No: 17/02. It provides detailed information relating to the delivery of appropriate SME according to curriculum requirements and specific need, and substance misuse incident management including support, legislation and good practice.
Action required	None – for information only.
Further information	Enquiries about this guidance should be directed to: Pupil Wellbeing Branch Support for Learners Division Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2080 1076 e-mail: WELLBEINGshare@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Welsh Government's website at www.wales.gov.uk/educationandskills
Related documents	<i>Working Together to Reduce Harm: The Substance Misuse Strategy</i> (Welsh Assembly Government, 2008); <i>Personal and social education framework for 7 to 19-year-olds in Wales</i> (Welsh Assembly Government, 2008); <i>Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales</i> (Welsh Assembly Government, 2008); Welsh Assembly Government Circular No: 005/2008 <i>Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002</i> (Welsh Assembly Government, 2008); <i>Safeguarding Children: Working Together Under the Children Act 2004</i> (Welsh Assembly Government, 2007); <i>School-based Counselling Services in Wales – a National Strategy</i> (Welsh Assembly Government, 2008)

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Introduction

Children and young people face many challenges in their lives, exposure to substance misuse being one of them. Substance misuse can present problems to individuals, families and communities. Substance misuse education (SME) plays a crucial role in providing information and guidance to challenge and stop children and young people engaging in substance misuse.

The Welsh Government is fully committed to the United Nations Convention on the Rights of the Child (UNCRC). This commitment is expressed in its seven core aims for children and young people. The core aims describe the entitlement of children and young people to access educational and health services, and address their right to be listened to and to participate in the decisions that affect them; this includes being given the necessary information to make choices. This guidance is designed to help delivery organisations achieve those core aims.

The Welsh Government's 10-year strategy, *Working Together to Reduce Harm*, establishes the parameters of how substance misuse can be addressed. The Preventing harm priority action area within *Working Together to Reduce Harm* aims to help children, young people and adults resist or reduce substance misuse by providing education about the damage that substance misuse can cause to their health, their families and the wider community. This includes delaying the age that children and young people start drinking. It also includes action to identify people at risk of substance misuse and/or in need of support and signposting to further information, support or diversion activities.

This guidance supports the delivery of the *Working Together to Reduce Harm* strategy through SME and substance misuse incident management. Effective SME provides learning opportunities for children and young people to acquire the skills, knowledge and understanding to make informed choices about substance misuse.

Social and cultural influences – parents/carers, family, friends, peer pressure, the media – can all influence substance use and misuse. Despite trends showing teenage substance misuse rates to be lower than they were in 1999, rates of substance misuse continue to remain high in Wales and regional differences persist. If you require more information contact Dan 24/7 on 0808 808 2234.

The guidance aims to:

- explain the context for SME in Wales
- assist with developing a substance misuse policy
- clarify the legal requirements
- promote learner participation in the development and review of substance misuse policy and SME provision
- outline strategies for learning and teaching SME effectively
- provide guidance on managing incidents
- identify sources of support.

Executive summary

Developing and maintaining policy for substance misuse

This section offers guidance for governing bodies, school leaders, management committees, local authorities and other partners on a substance misuse policy for schools and youth centres and the specific issues that the policy should address.

Organisations should:

- include both the education and management of incidents/components of substance misuse to demonstrate the organisation's approach to substance misuse
- ensure that responsibility for coordinating substance misuse policy and its implementation is allocated to named staff with appropriate training and experience
- ensure that children and young people affected by the policy participate in its development
- ensure the substance misuse policy is consistent with and linked to other related policies of the organisation
- ensure that the format and presentation of the policy enables it to be accessible to all potential users
- subject the policy to evaluation and regular review
- provide training and awareness-raising opportunities for all those affected by the policy to support its implementation.

Local authorities should:

- support organisations in the development, implementation and review of effective substance misuse policies, including signposting examples of good practice
- provide advice and support to organisations on dealing with substance misuse-related enquiries from the media, parents/carers and the public.

Good practice in substance misuse education (SME)

This section offers guidance for governing bodies, senior management teams, management committees, schools, youth centres, local authorities, and SME deliverers to understand and meet the good practice requirements of SME.

- Effective SME should start early and be age-appropriate.
- Use should be made of broad life skill approaches as part of a planned personal and social education programme.
- Substance misuse education aims to empower children and young people to make responsible, well-informed decisions about substances.
- Learning outcomes for substance misuse education should include the key components of the *Personal and social education framework for 7 to 19-year-olds in Wales*. These are skill development, knowledge and understanding, attitudes and values.
- Substance misuse education should be non-judgemental, without stereotyping or stigmatisation.
- Children and young people need to develop the relevant skills within a safe, supportive learning environment.
- Substance misuse education has been shown to be more effective when it is part of a whole organisation approach.
- Teachers and youth workers are best placed to lead and coordinate the delivery of effective educational programmes that can be enhanced by the use of and support from external agencies.

Organisations should ensure that:

- responsibility for coordinating SME is delegated to named staff with appropriate training and experience
- SME is delivered within an overarching local authority quality assurance framework
- SME is planned and coordinated into and across the curriculum and opportunities are provided for children and young people to participate in the design, delivery and evaluation of educational programmes
- education programmes are enhanced by the use of materials that support good practice

- staff delivering SME are knowledgeable, skilled and confident to do so through ongoing access to consistent support and good-quality training
- the use of appropriately trained external deliverers of SME is planned and coordinated to enhance the organisation's education programme rather than replace it
- staff are present during external delivery sessions and take an active role in supporting learning, contributing to the quality assurance cycle for SME within the organisation
- the delivery of SME is reviewed regularly in order to ensure that programmes are responsive to the needs of learners and that a supportive learning environment is maintained for all
- learners are made aware of appropriate organisations/services for advice and/or support, e.g. school-based counselling, school nurse, All Wales School Liaison Core Programme (AWSLCP), Dan 24/7, Meic, Filter, etc.

The local authority should seek to create a local infrastructure that supports consistent and coordinated delivery of SME across organisations, identifying a key lead within the local authority to:

- coordinate the planning, delivery, monitoring and evaluation of SME across the borough to ensure universal provision, equitable practice and appropriate funding
- work with appropriate organisations to develop an agreed multi-agency partnership approach to the delivery of SME and facilitate the sharing of good practice
- work alongside the Substance Misuse Advisory Regional Team (SMART)/Community Safety Partnership (CSP)/Substance Misuse Area Planning Board (SMAPB) to facilitate consistent messages across a range of organisations
- develop, implement and review an overarching SME quality assurance framework for all SME, including external visiting organisations, in line with good practice
- coordinate accessible good-quality training for SME deliverers, providing information on appropriate resources and external contributors

- provide advice on tailoring substance misuse programmes to the needs of particular audiences (e.g. those already misusing, those at risk, those in primary education) and target groups (e.g. Looked After Children, those involved in the Youth Justice system, those in danger of exclusion/not in mainstream formal education and those with additional learning needs)
- report progress and issues relating to SME to strategic groups.

Managing substance misuse-related incidents

This section offers guidance for governing bodies, senior management teams, management committees, schools, youth centres, local authorities and other partners on the management of substance misuse incidents. Incidents may relate to children and young people, a staff member or other adult.

Organisations should:

- have a clear procedure for the management of substance misuse-related incidents within their policy documents
- have procedures in place to protect the welfare of any children and young people after a substance misuse incident
- ensure that responsibility for managing incidents is delegated to named staff with appropriate training and experience
- assess each incident individually according to the needs of the children and young people
- ensure that action, responses and exclusions are consistent, following agreed guidelines
- ensure that children and young people are aware of the procedures for dealing with substance misuse incidents and understand the implications of being involved in such incidents
- ensure that staff know the boundaries of their role and who to turn to for help
- gather evidence carefully and use an agreed record-keeping tool
- ensure that action taken is consistent with other policies of the organisation that relate to criminal or potentially criminal acts, e.g. School Crime Beat Protocol, theft, fighting
- follow guidance on confidentiality when dealing with substance misuse incidents.

The local authority should:

- provide organisations with appropriate written guidance and support in dealing with substance misuse-related incidents
- collect data from organisations on substance misuse incidents on a regular basis and monitor the level and nature of incidents within the locality and provide to the Community Safety Partnership (CSP)/Substance Misuse Area Planning Board (SMAPB)
- promote consistency across organisations in their response to incidents
- ensure counselling services are accessible to secondary schools and youth support services are available.

Developing and maintaining effective policy

This section offers guidance for governing bodies, school leaders, management committees, local authorities and other partners on a substance misuse policy for schools and youth centres and the specific issues that the policy should address.

Why have a policy?

Schools and youth settings play an important role in having a positive and sustained impact on children and young people's health and well-being. A well written, consistently applied policy is a prerequisite for good practice. Responsibility for coordinating substance misuse policy and its implementation should be allocated to named staff with appropriate training and experience.

Estyn's 2007 report *Education about substance misuse* identified that most secondary schools and the majority of primary schools in Wales have a policy for SME.

A policy should demonstrate an organisation's approach to substance misuse, emphasising partnership work and links with the wider community. The policy can highlight an organisation's commitment to health and well-being.

Policies should include both the education and management of incidents/components of substance misuse. The SME section of the policy should outline what will be taught with agreed methodologies including the resources to be used. Managing incidents policy statements should clarify what must be done by whom and in which circumstances. This includes clear lines of accountability and identifies responsible individuals. Ideally this information, presented as a flow chart or poster, should be on display within the organisation.

Many local authorities, Community Safety Partnerships (CSPs) and/or Substance Misuse Advisory Regional Teams (SMARTs) have produced additional guidance to help organisations develop policy and provide consistency across organisations.

Please see Annex C and D (pages 47 and 49) for further information.

Elements of effective policy

The basic elements of policy are:

- a rationale in relation to substance misuse which should express the approach and attitude to substance misuse held by the organisation

- an outline of SME identifying what is to be covered, when, how and by whom. This should include detail of how SME:
 - delivers the requirements of the school curriculum for Wales/Youth Work curriculum
 - links to the AWSLCP
 - will be differentiated/targeted to meet the needs of particular groups
 - fits into the wider approach of the local authority/CSP/SMAPB.

Please see 'Good practice in substance misuse education (SME)' section of this guidance (page 15) for further information.

Effective policy should be coordinated within organisations by staff who have the delegated authority and responsibility to manage substance misuse issues. The coordination roles are:

- oversee formulation and review of the policy
- coordinate the components of substance misuse education
- implement monitoring systems
- ensure evaluation takes place
- manage substance misuse-related incidents
- coordinate and refer to links with external agencies and related policies, e.g. School Crime Beat Policy
- liaise with other local organisations
- keep up-to-date on substance misuse issues.

A defined range of the substances covered by the policy should include:

- tobacco
- alcohol
- over the counter medicines
- prescription only medicines such as anabolic steroids and benzodiazepines
- illegal substances such as heroin, cocaine, ecstasy, amphetamines, LSD, cannabis, magic mushrooms

- volatile substances such as aerosol propellants, butane, solvents and glues
- new and emerging drugs (NEDs).

For further information and details of individual substances please refer to www.dan247.org.uk

The boundaries of the environment covered by policy

Organisations should be clear about the environment which is covered by their procedures. This is especially important when schools/youth centres arrange educational visits. The procedures applicable on the premises of the organisation/school should be the procedures that apply throughout.

A system for evaluation and monitoring

A clearly expressed method for evaluation and review should include who is going to carry out any action and at what frequency. Clear objectives for action as part of the policy should enable evaluation questions to be answered. For example:

- How are standards of learning and teaching monitored?
- Has the programme achieved its stated outcomes for learners?
- How are the views of learners considered?
- How have external organisations supported the delivery of substance misuse education?
- How many incidents were there last year?
- What was the nature of the incidents?
- What were the outcomes of the incidents?
- How many referrals to external agencies were made in responding to incidents?

Review of policies should be carried out at regular intervals; this ensures that the content is up-to-date and workable.

Procedures for managing substance misuse-related incidents

The policy should outline procedures for the management of substance misuse-related incidents and their consequences.

Please see 'Managing substance misuse-related incidents' section (page 26) for further information.

Guidance on when other agencies should be involved

The policy should include statements about when and how to involve other agencies including the police, substance misuse services, social services, etc.

A statement about confidentiality

Confidentiality within a relationship means that information shared in this environment of openness should not be in the public domain. It does not need to imply secrecy. An important criterion of a confidential conversation is to agree what will happen to the information disclosed. No guarantee of confidentiality can be made, and this should be made clear at the outset. There is no general duty in criminal law to disclose information about substance misuse except under the Misuse of Drugs Act 1971, where an offence is committed if an individual allows a premises to be used for smoking cannabis or opium, or the production, supply, administration or use of controlled drugs, and nothing is done to stop it. Confidentiality may be broken against the wishes of the person confiding the information when necessary:

- where there is a children and young people safeguarding issue
- where the life of a person is at risk or there is risk of serious harm to others
- when criminal offences are disclosed.

A model framework for a substance misuse policy can be found in Annex C (page 47).

Developing effective policy

Policy should be developed in consultation with representatives of the groups the policy will affect. This should include staff, children and young people, governing bodies/management committees, parents/carers, partner organisations and the wider community. Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) states that children and young people must be involved in making decisions about services and provision that are made for them. The Rights of Children and Young Persons (Wales) Measure 2011, placed a duty on Welsh Ministers to have due regard to the rights and obligations within the UNCRC and its optional

protocols from 1 May 2012. From 1 May 2014 Welsh Ministers must have due regard to the rights in the UNCRC whenever they use any of their legal powers or duties. Local CSP/SMAPB action plans may provide useful guidance for organisations developing policy. For details of local CSP/SMAPB, contact the SMARTs in the 'Additional information' section of this guidance (page 37).

The policy should be consistent with and linked to other policies within the organisation, e.g. personal and social education (PSE), behaviour management, equal opportunities, safeguarding, inclusion, health and safety, etc.

The policy should be consistent with and refer to other external substance misuse and children and young people related policies.

The policy should be:

- produced in the same format as other policy documents of the organisation and accessible to all users
- distributed to all staff, governors and managers of an organisation and any management committee members when completed
- made available to children and young people and their parents/carers to use in an appropriate and accessible format
- shared with others through networks such as the Local Authority School Improvement Service, local partnerships, to assist in developing good practice
- used when compiling documents and reports, e.g. quotes from sections of the policy.

Effective policies are those that are known and understood by all affected by them. Within organisations this will be the case if the following groups know about the procedures within the policy and have a role in development and monitoring.

- Governors.
- Staff at induction and ongoing in-service training.
- Volunteers.
- Children and young people.
- Parents/carers.
- Managers.
- Outside agencies to whom the organisation refers.

Policy implementation should be preceded by appropriate information and training sessions for key users. Increasing knowledge and understanding may involve a number of actions including:

- a launch to raise awareness
- publication, e.g. in school handbook, on school website
- training at induction and ongoing in-service
- meetings; regular agenda items about substance misuse at relevant meetings held within the organisation keep the issue fresh
- discussion
- formal review process.

Good practice in substance misuse education (SME)

This section offers guidance for governing bodies, senior management teams, management committees, schools, youth centres, local authorities and SME deliverers to understand and meet the good practice requirements of SME.

Aims of SME

The aim of SME is to empower children and young people to make responsible, well-informed decisions about substances used and/or misused within society. This is achieved:

- through the development of personal and social skills
- by providing learning experiences that increase in breadth and depth over time
- by providing accurate, credible and up-to-date information based on national and local information
- by being age-appropriate and being determined by understanding needs, knowledge and changing trends locally and nationally. Local trend information is available through School Community Police Officers (SCPOs)
- by exploring and challenging sensitively attitudes, values, opinions and beliefs through experiential learning and reflection
- by taking account of the developmental stages of children and young people, considering pre-existing knowledge and understanding of substances
- through understanding that a one-size fits all approach is inappropriate and the different needs and knowledge of children and young people must be considered, e.g. transition periods between primary and secondary education
- by being part of a whole organisation approach to SME and policy
- by stating how cultural or religious sensitivities will be addressed, e.g. many Gypsy and Traveller parents/carers worry about their children being exposed to a drugs culture if they attend secondary school. Local authority Traveller Education Services and Ethnic Minority Achievement Services can provide advice in relation to the local cohort.

The expected outcomes for learners of any substance misuse education programme need to be clearly outlined, and its success must be measured against its objectives. Organisations need to be prepared to provide a range of educational opportunities to meet the expected outcomes.

Education and prevention

It is important to make the distinction between the differing aims and target audiences of education and prevention in order to clearly distinguish the role education plays within a wider prevention strategy.

Education is mainly a universal intervention that aims to provide information to an audience, provide opportunities to reflect on attitudes, develop skills and aims to empower children and young people to make responsible, well-informed decisions about substances.

Prevention is concerned with:

- minimising the number of young people engaging in substance misuse
- delaying the age of onset of first use
- reducing the harm to those already engaged in substance misuse
- enabling those who have concerns to seek help and support.
This can include the provision of specialist, harm reduction based education targeted to identified need.

Working Together to Reduce Harm states that the national All Wales School Liaison Core Programme, in providing substance misuse and community safety information can be used as a basis around which additional and locally determined prevention initiatives can be built.

Research shows that it is unrealistic to expect education alone to prevent substance use, nor should its effectiveness be measured in terms of behaviour change in learners.

Taking a whole-organisation approach to SME

It is imperative that schools and youth organisations take a holistic approach to SME that is directed and supported by an up-to-date substance misuse policy.

A whole-organisation approach to SME will:

- outline the organisation's commitment to SME including the formal curriculum and non-formal learning
- embed SME firmly within the curriculum
- realise the organisation's substance misuse policy including key messages in relation to substance misuse to be used within the organisation, e.g. school and by parents/carers to reinforce these messages at home
- detail who will be involved in decision-making when it comes to policy or educational review including learners, delivery staff, parents/carers, senior management and governors
- send a positive message of the organisation's commitment to delivering SME and that it is a central organisational priority. A positive school ethos reinforces key messages in relation to substance misuse and this can set and reinforce behavioural norms
- have clear guidance on managing staff substance misuse-related incidents.

Effective approaches to SME

Effective SME has the same characteristics as good learning and teaching. Children and young people value approaches that provide consistent and accurate information conveyed by credible and knowledgeable deliverers in a participative way.

Substance misuse education is more effective when it is:

- underpinned by a whole-organisation approach, e.g. adopting a positive school ethos and supportive policy
- part of a wider multi-component approach including the local community and parents/carers
- delivering learning outcomes from the *Personal and social education framework for 7 to 19-year-olds in Wales* and *Science in the National Curriculum for Wales* in schools and the Youth Work Curriculum Statement for Wales in youth work settings
- needs-led and meets the learning requirements of different target audiences, e.g. a normative approach for those at low or no risk of substance misuse, a harm reduction approach for those already using substances or at high risk of developing harmful use

- measured through clearly identified learning outcomes
- interactive, with opportunities for working in pairs and in small groups to undertake age appropriate tasks that encourage oral, written and graphic responses to issues raised.

The approaches used should provide opportunities for issues to be explored as well as information to be gained. In order to ensure that SME is effectively tailored to target audiences, account should be taken of:

- the knowledge and understanding children and young people already have
- the skills that they need to develop
- their feelings and any anxieties they might have
- who may be best placed to support the delivery of more specialist elements of SME, e.g. local substance misuse agencies, police.

Skills-based approaches, which focus on decision making, countering peer influence and taking responsibility, when used alongside interactive, information-giving approaches, have shown to be effective in embedding substance misuse messages within a wider context.

Normative approaches that challenge the assumption that substance misuse is prevalent within society, can be effective with audiences at low/no risk of using substances and can support the development of strategies to address peer influence.

Harm-reduction approaches are best suited to those identified as already using/misusing substances as part of more specialist interventions. Harm-reduction approaches must be age appropriate.

Multi-component education combines more than one type of learning element including families and the wider community. It is suggested that the effectiveness of this approach is due to the reinforcing relationship between the different aspects of learning. For example, key substance misuse messages may be conveyed in the taught environment to learners; these messages may also be shared with parents/carers to reinforce the key messages in the home environment. It is important that organisations explain their approach to SME fully to parents/carers in order to gain their understanding and support.

Ineffective approaches to SME

The following approaches to SME are considered to be ineffective.

- Shock tactics, fear-arousing and sensationalist approaches undermine the credibility of SME. Children and young people have the right to credible, reliable and accurate sources of information.
- Non-interactive approaches have proved to be completely ineffective.
- Stand-alone, one-off talks and sessions which are not part of a whole-organisation programme.
- Information-only approaches may, at worst, actually increase substance misuse particularly among vulnerable young people.
- Single message education, e.g. 'Just say no', may reduce opportunities for young people to explore their attitudes, beliefs and values.
- Using key messages that stereotype or stigmatise substance misusers.

Delivering SME in schools

Teachers are best placed to lead and coordinate the delivery of effective educational programmes that can be enhanced by the use of and support from external agencies. Effective SME should be developmentally sensitive and age appropriate.

The school curriculum in Wales provides clear opportunities for learners to acquire the skills, knowledge and understanding they need to make informed choices when they encounter illegal drugs and legal substances such as alcohol, tobacco, medicines and volatile substances. For details see Annex E (page 50).

The Welsh Government recommends that the *Personal and social education framework for 7 to 19-year-olds in Wales* is used as a basis for planning SME. The PSE framework has five themes and key stage learning outcomes for each theme are presented under the heading Range. The Range section details the attitudes and values, and knowledge and understanding that should be used as learning contexts to develop PSE-related skills. The theme with particular relevance to substance misuse education is Health and emotional well-being.

The coordination of PSE in schools provides the framework for a whole-school approach to SME. The learning outcomes for SME should reflect the Skills and Range sections of the PSE framework. Skills development is an essential part of SME. Children and young people need to develop the relevant skills within a safe supportive learning environment. Specifically the outcomes of effective SME are to help learners:

- develop positive attitudes and values which influence the way they behave
- develop the skills needed to make responsible and well-informed decisions about their health and well-being
- understand the consequences and risks of substance misuse
- understand the laws relating to substance misuse
- know how to get appropriate advice on substance misuse.

The delivery of the curriculum is delegated to schools. Schools will continue to decide on time given and strategies for learning. Nevertheless, SME should not be delivered in isolation. It should be a planned and integrated part of the curriculum, with effective coordination to ensure continuity and progression in learning across key stages.

Schools should plan their substance misuse programmes to make best use of the input offered by the Welsh Government funded All Wales School Liaison Core Programme.

Learners are particularly vulnerable during the transitional phase between Key Stages 2 and 3 and evidence suggests substance misuse may increase during this period. Therefore, SME that provides a transitional link between primary and secondary education is beneficial to learners in developing their age appropriate understanding.

For learners aged 14 to 19 the Learning Core minimum requirements of an Individual Learning Pathway consist of the skills, knowledge, understanding, attitudes, values and experiences that all learners need to prepare them for further learning, employment, personal fulfilment and their contribution to society.

SME sits within Knowledge and Understanding (Wales, Europe and the World/Personal, social, sustainability and health matters) and Attitudes and Values (Respect for self, others and diversity/responsibility for personal and social development, sustainability and health). SME, through the Learning Core, is realised by the PSE framework. The delivery of SME can also contribute to the non-formal education element of an individual learning pathway.

SME also contributes to the core of the Welsh Baccalaureate Qualification at Advanced, Intermediate and Foundation levels. The PSE elements that provide clear opportunities for SME are:

- Positive relationships
- Health and emotional well-being.

Further details are given in Annex E and F (see pages 50 and 55).

Children and young people have a right as part of the UNCRC to be involved in decision-making processes that affect them. Learners are central to decision-making relating to substance misuse education and policy development. They should have opportunities to inform the coordination of substance misuse education, its evaluation and review in schools.

Vulnerable children and young people, e.g. Looked After Children may be more at risk of substance misuse than others. SME should respond to the needs of such groups. For example, a young person may have started misusing drugs at an early age. The information requirements for this young person will be significantly different to that of someone their own age who has not been misusing. SME for this young person may be based around harm reduction. Therefore, SME must be developed and delivered with the target audience in mind.

Delivering SME in youth work settings

The Youth Work Curriculum Statement for Wales is set out in the National Youth Service Strategy for Wales *Young people, youth work, Youth Service*. The Curriculum Statement states that one of the purposes of youth work in Wales is 'to encourage young people to develop knowledge, understanding, attitudes and values which enable them to make purposeful use of their skills, resources and time'.

The Youth Work Curriculum Statement for Wales sets out the opportunities that should be offered by the youth service through its voluntary relationships with young people. It offers inclusive opportunities to learning that are:

Educative

Enabling young people to gain skills, knowledge, understanding, attitudes and values needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities, locally, nationally, and internationally.

Participative

Where young people are encouraged to share responsibility and to become equal partners, fundamental to the learning processes and decision-making structures which affect their own and other people's lives and environments.

Empowering

Encouraging and enabling young people to understand their rights and responsibilities so that they are able to act on the personal, social and political issues which affect their lives and the lives of others as responsible citizens of the communities of which they are a part.

Expressive

Encouraging and enabling young people to express their emotions and aspirations, through creative, sporting and challenging opportunities which raise an awareness of cultural identity; bilingualism and the value of one's own language; heritage; respect for diversity; and citizenship and respect for others.

These opportunities should be designed to promote equality for all.

Coordinating a partnership approach

In the evaluation report *Education about substance misuse* Estyn identified a lack of joined-up thinking nationally and locally in terms of planning, coordinating, resourcing, teaching, monitoring and evaluating the effectiveness of SME in Wales. The report supported the development of local structures that facilitate a consistent, multi-agency approach to the delivery of SME and the adequate monitoring and evaluation of provision.

Responsibility for SME lies with each organisation in the statutory and voluntary sector that works with children and young people. Each organisation should ensure that the effectiveness of their planning, delivery and review of SME is maximised by fitting into the local authority approach.

Organisations should consider substance misuse training as an issue for all staff, but should ensure that there is always a fully-trained member of staff on site during core hours. Appropriate initial and in-service training for teachers and youth workers is essential to build confidence. Any induction training that is offered to new staff joining an organisation should clearly outline both the organisation's approach to SME as set out in its written policy and how this fits into the wider local authority approach. It is the role of the local authority to support organisations to access appropriate training that is mapped to relevant National Occupational Standards (NOS), including Drug and Alcohol National Occupational Standards (DANOS).

Where contributors from external agencies are invited into the organisation to deliver SME they are 'visitors' and should be seen as contributing to the organisation's agreed programme and not replacing it. Visitors should be involved in the planning of programmes in order to contribute specific expertise and enhance delivery and lesson plans should be agreed by the organisation before delivery commences. It is the role of the organisation to ensure that appropriate safeguarding arrangements are in place prior to contact with children and young people.

Consideration should be given as to whether a Disclosure and Barring (DBS) check is required for anyone undertaking regulated activity. For the purpose of this guidance, regulated activity is that defined in the Protection of Freedoms Act 2012 as 'unsupervised activity in a limited range of establishments with the opportunity for contact with children – these are defined as 'Specified Places' in legislation'. More details can be found at:

www.homeoffice.gov.uk/publications/agencies-public-bodies/dbs/corporate-publications/disclosure-and-barring-changes/leaflet-england-wales?view=Binary

It is the role of the local authority to promote and encourage an agreed partnership approach to the delivery of SME to establish and maintain equity and consistency of provision at a local level.

Developing a local authority quality assurance framework for SME supports both organisations and external contributors to work together effectively within a common approach.

Well-established communication networks are essential for:

- effective partnership working
- swift dissemination of national policy and local strategy
- ensuring stakeholder participation and the SMART/CSP/SMAPB gaining valuable feedback on issues relating to the delivery of SME.

The *Working Together to Reduce Harm* strategy document clearly states that:

‘. . . at a local and regional level partners will need to ensure that local substance misuse action plans and the related elements of Children and Young People’s Plans take full account of the needs of school and youth service based provision and link effectively with the core programme (All Wales School Core Programme) and the Welsh Network of Healthy School Schemes’.

The strategy also recognises the importance of school-based prevention and support.

Using education resources and materials

Programmes can be enhanced by the use of materials that support good practice. Materials should support the approach of the organisation and be consistent with policy. The following checklist is a useful tool to use when evaluating potential learning resources.

SME materials should:

- have clear, underpinning beliefs and values
- identify children and young people’s existing awareness of substances
- offer a range and styles of learning activities
- provide accurate and balanced facts, and not arouse fear
- link or refer to agreed curricula, e.g. PSE/Youth work
- be age-appropriate and targeted at key stages and/or age groups
- provide flexible lesson plans that allow for different timetables and work plans

- be explicit about the skills, knowledge and understanding needed to deliver them
- acknowledge the roles of parents/carers and the wider community.

Resources used should be reviewed periodically to ensure that they remain factually up-to-date and in line with emerging research findings and good practice. A list of specific educational material and activities that support SME within Wales is included in the 'Additional information' section (see page 37).

Management, monitoring and evaluation of SME

The 2007 Estyn report *Education about substance misuse* concluded that weaknesses in monitoring and evaluation lead to significant gaps in SME. It recommended that local authorities have a duty to monitor, evaluate and report on the effectiveness of taught programmes.

Monitoring and evaluating a substance misuse programme for children and young people involves two distinct processes.

Monitoring answers the question 'Are agreed procedures being followed?'. Examples of measurements include the following.

- Have children and young people, parents/carers/governors been involved?
- Have training needs of staff been assessed and met?
- Has the organisation's policy on SME been followed?
- Have all components been delivered?

Evaluation answers the question 'Has the programme achieved its stated outcomes for learners?'. Examples of measurements might be:

- the knowledge base of the children and young people measured at the start and end of the programme
- feedback from the children and young people on individual sessions and/or topics
- feedback from teachers/youth workers/parents/carers, etc.

The roles played by organisations and the local authority in monitoring and evaluating SME need to be clearly defined and agreed. Organisations are responsible for the ongoing monitoring and evaluation of their SME programmes; however local authorities are well placed to support the external evaluation of individual programmes as well as monitor and evaluate outcomes across a range of organisations and within inspection frameworks.

Managing substance misuse-related incidents

This section offers guidance for governing bodies, senior management teams, management committees, schools, youth centres, local authorities and other partners on the management of substance misuse-related incidents. Incidents may relate to children and young people, a staff member or other adult.

The context

This guidance covers the wide range of substance misuse-related incidents and reflects best practice. A wide range of substances may be involved, including alcohol and tobacco, as well as illegal drugs. Most local authorities in Wales have published documents and flow charts that identify which actions are to be taken. Contact your local authority or SMART for information. Examples of response flow charts for medical emergencies, actual incidents and suspicion or rumour are given in Annex B of this guidance (see page 44).

For further information see lists of SMART Leads in the 'Additional information' section of this guidance (page 37).

Most children and young people will go through life without being involved in any incident involving substance misuse. However, substances are readily available and accessible within communities and it is good practice for organisations to prepare for managing incidents involving legal and illegal substances.

The policy document which sets out the procedure for managing an incident should be clear about what actions are taken by whom and when. The policy will:

- ensure consistent and appropriate action is taken
- reduce the impact of the incident on children and young people
- keep from harm those who use substances
- discourage continued misuse
- provide children and young people with support to address their substance misuse.

Management of a substance misuse-related incident should be undertaken within the agreed written policy for substance misuse of that organisation (as discussed in the 'Executive summary' of this document on page 4). Agreed, written procedures provide transparency to all parties regarding the management and potential outcomes of substance misuse incidents and ensure that all staff

within the organisation take consistent action. An agreed hierarchy of responsibility will ensure the right action at the right time.

Drug screening and screening strategies, e.g. sniffer dogs, are not to be used. Such strategies can erode the trust between the organisation and the learner, and undermines a positive, whole-organisation approach to substance misuse management and education. The Association of Police Officers of England, Wales and Northern Ireland expressed concern that relationship breakdown could occur as a result of this strategy and increase substance misuse related harm in some circumstances.

What is a substance misuse-related incident?

The types of incidents will vary from an early warning of suspected misuse, e.g. of cigarette smoking, to overt illegal substance misuse with the consequent threats to the health of children and young people. Organisations must be prepared for these possibilities and have a range of responses that are appropriate within their setting. The types of incidents include the following.

- Litter related to substance misuse around premises, e.g. cans, syringes, etc.
- Suspicion, rumour or allegations about an individual's activities.
- Disclosure about substance misuse on the premises or while the children/young people are the responsibility of the organisation, e.g. school/youth club trip. Where more than one youth club/school are involved, (e.g. a sports team) then the overarching organisation, the local authority, should have an agreed procedure.
- Children and young people clearly displaying signs of substance misuse or under the influence of substances.
- Possession of substances while children and young people or adults are the responsibility of the organisation.
- Use of substances while children and young people or adults are the responsibility of the organisation.
- Selling or dealing in substances while children and young people or adults are the responsibility of the organisation.
- Possession, use or selling of substances by individuals who are not the responsibility of the organisation but are on the premises (e.g. parents/carers, members of the public).

Dealing with an incident involving children and young people

Each case should be carefully considered in the light of the individual circumstances and the best interests of the child/young person. All incidents of substance misuse should be treated seriously and should be reported to the responsible staff member. Procedures should identify how to respond to different types of incident. The guiding principle must be that the appropriate response protects or safeguards the welfare of the child/young person and/or any other individuals involved in the incident. Staff should be aware that confidentiality is not an option if children and young people are at risk. The deciding factor is the degree of risk to the child/young person. Incidents can be classified according to speed of action required. Some incidents require immediate action; others require time for assessment of information, seeking advice and the involvement of other agencies. Schools/organisations may wish to use the School Crime Beat Protocol to make decisions about when to involve the police when managing incidents.

Immediate action is needed when there is a clear risk to safety.

Please note that the following scenarios are illustrative and that the list is not exhaustive.

For example:

An adult collecting a child or young person appears to be under the influence of drink or drugs.

Action: Apply locally agreed children and young people's safeguarding procedures; involve the police if adult is aggressive.

A child or young person/adult appears ill or unsafe as a result of substance misuse.

Action: Obtain medical advice, note relevant facts and inform parent/carer.

Substances are being supplied on, or near premises.

Action: Contact police/Neighbourhood Policing Team (NPTs).

There is ready access to controlled drugs.

Action: Contact police/Neighbourhood Policing Team (NPTs).

The premises have potentially hazardous substance misuse-related litter, e.g. needles, syringes.

Action: Arrange safe removal of litter according to health and safety policy.

A child/young person discloses that they are misusing drugs or their parent/carer or other family members are misusing drugs.

Action: Contact social services or specialist substance misuse service for advice on how to respond.

Less immediate action, e.g. observation, interview, consultation with other agencies or continued monitoring may be appropriate when there are, for example:

- generalised allegations or concerns about a particular child/young person or family
- refuted/inconsistent disclosures
- concerns but no evidence of substance misuse or related harmful or criminal conduct (such as supply of drugs or other harmful substances)
- concerns but no evidence of immediate risk to safety.

Staff and volunteers who work with children and young people should be aware of the boundaries of their role and when and how to refer on to other agencies. The organisation will also determine what level of support they can give the child/young person within the school/youth centre and what action requires referral to specialist services.

Actions requiring referral to other organisations include the following.

- Investigation of criminal activity, including searching persons or personal property. School Crime Beat Protocol provides guidance for taking action in line with police policy.
- Apart from immediate first aid, any health or medical emergency should be attended by appropriate medical personnel.
- Assessment and providing support and services to vulnerable or troubled children and families are matters for social services.
- Counselling and drug treatment programmes require trained staff, which may be accessed through counselling for children and young people, social services, health or specialist substance misuse services.

Action appropriate for staff of an organisation

- Providing support for young children and those with limited understanding.
- Supporting children and young people involved in experimenting with solvents, alcohol or controlled drugs.
- Applying a range of responses appropriate to the incident, e.g. restorative approaches, which may be delivered by appropriately trained teachers or School Community Police Officers (SCPOs).
- Referring children/young people to agencies outside the organisation for support, advice, assessment and treatment.
- Referring to agencies outside the organisation for advice and guidance for themselves.

For further information regarding the law see the 'Additional information' section of this guidance (page 37).

Action checklist for a substance misuse incident involving children and young people

- The immediate priority is the welfare of the child or young person.
- Provide first aid as necessary, minimise the risk of harm to him/herself or others.
- Send for an ambulance if required. Arrange for an appropriate adult to accompany the child/young person to hospital.
- Inform parent/carer of incident, invite parent/carer to come to the premises.
- If medical treatment is not required the child/young person (and belongings) should be taken to a private room and supervised by preferably two members of staff or one member of staff plus a third individual.
- The manager or member of staff with responsibility for substance misuse has to quickly establish the facts and take action following clear, written procedures. The manager should be satisfied that the appropriate steps have been carried out and recorded.
- Contact police for advice and/or involvement as necessary in line with the School Crime Beat Protocol.

- If appropriate (e.g. it would not be appropriate to interview the young person when intoxicated), arrange an interview of the child/young person with witnesses, to establish the facts of the incident, level of involvement and, whether others were involved. Records must be kept of this interview. Where medical intervention has been necessary this will follow recovery.
- Arrange for staff and other children and young people involved to be interviewed, with witnesses, to establish the facts of the incident and obtain corroboration. Records of these meetings must be kept.
- Inform line management as soon as possible, in accordance with policy.
- Once investigation has finished, assess the appropriate response and involve other organisations as required by policy.

Note: If a formal police investigation is necessary, then the questioning of young witnesses and possible offenders by school staff should be kept to a minimum. Any further questioning could affect evidence and hamper a police investigation.

Checklist for interview with children and young people

- Remind child/young person of the policy regarding substance misuse and the procedures to be followed to investigate the incident, including the intention to contact parents/carers and police where necessary.
- Ask child/young person to hand over any substances. If reluctant to do so, explain that request will be repeated in presence of parents/carers and possibly police. It is not lawful to carry out personal searches unless there is a suspicion that the child/young person is in possession of a weapon.
- Once investigation has finished, give consideration to the guidance, which has been given in terms of sanctions and the involvement of other agencies.
- Parents/carers should be allowed access to the child/young person with a member of staff present at all times.
- Where police involvement is necessary every attempt should be made to have parents/carers present.

Please see National Assembly for Wales Circular No: 47/2006 *Inclusion and Pupil Support* for further information.

Incidents involving adults

When responding to situations involving adults, including visitors, safety should be a priority. Some situations will require action in collaboration with other agencies to ensure the safety and protection of any children and young people. Other incidents will require observation, data collection and discussion before proceeding. See 'Why have a policy?' on page 9 of this guidance.

Incidents involving staff

Substance misuse-related incidents involving staff should be covered by the organisation's Employment and Disciplinary Policy and linked to the Drug and Alcohol at Work Policy. All organisations should ensure guidance and procedures are in place to respond to allegations, concerns about, or evidence of substance misuse by staff, or supply of substances to children and young people. These should set out the separate processes, which may be initiated in response to any such allegations, concerns or evidence. The primary concern should be the welfare of the children and young people in the care of the organisation. The safeguarding of children and young people is of greater urgency than staff disciplinary procedures.

Recording incidents

An organisation should ensure that a system for recording an incident of substance misuse is in place. Accurate, factual records of all substance misuse-related incidents are essential. Such records may be required by other agencies such as health professionals, police and social workers. Records should be completed and filed as soon as possible after the incident. The organisation should keep these records. The governing body should monitor substance misuse incidents.

Where there is a 'referral' then this aspect could be managed under an Information Sharing Protocol (ISP) that would govern regular exchanges between professionals of personally identifiable information about individuals. Where such regular exchanges take place as part of any care programme for individual(s), as opposed to incidents, development of an ISP should be considered. Detailed information on the use of the Wales Accord on the Sharing of Personal Information (WASPI) that provides for effective practice in implementing statutory requirements in this respect is available at www.waspi.org

An example of a substance misuse incident recording form can be found in Annex G (see page 56).

Linked procedures

Managing substance misuse incidents will cross the boundaries of other procedures carried out by the organisation. The following list suggests those that need to be cross-referred to substance misuse incident procedure.

- Administration of medication.
- Bullying.
- Arrangements for reporting absence and keeping confidential records.
- Extra-curricular activities including residential excursions.
- Child protection and safeguarding including contact with health, social services and police.
- Support for learners, discipline and exclusion.
- Staff welfare and disciplinary arrangements.
- Health and safety at work.
- Handbooks or other information produced by the organisation for children and young people and/or their parents/carers.
- Lone worker policies.

Litter disposal

Needles and syringes

Discarded needles and used syringes present health and safety implications. Advice should be obtained from the local authority Environmental Health Department or local substance misuse service providers who will be able to provide guidance, training and equipment relating to the safe disposal of needles and syringes. Children and young people must be strongly directed to avoid contact with needles and syringes and should report any incident to appropriate members of staff. Training and guidance for staff around these aspects of incident management are imperative. All organisations should have sharps boxes and necessary equipment on the premises.

Suspected controlled drugs

A teacher/youth worker may take possession of a suspected substance if that action has the purpose of preventing another person from committing, or continuing to commit, an offence. The substance should be removed to a secure place if it constitutes a threat to safety. Ideally the secure place will have access limited to a defined number of staff of the organisation. The best practice would be for the teacher/youth worker to inform the local police/Neighbourhood Policing Team (NPT) contact and ask advice on the action to be taken regarding destruction (see School Crime Beat Protocol). This is especially relevant when an individual may be required to transport a substance to a police station in their vehicle. The local police should in this instance be given the travel details and vehicle details of the teacher/youth worker.

Alcohol and tobacco

The procedure for disposal of cigarettes, cans and bottles should be laid down within policy. Care must be taken with broken glass.

Following up an incident

The five groups of people who may require follow up are:

- the children and young people involved and their parents/carers
- the staff of the organisation
- the management of the organisation
- other children and young people and their parents/carers who are involved with the organisation
- the wider community.

All follow up action should keep confidentiality in mind.

Supporting children and young people after an incident

Organisations should have procedures in place to protect the welfare of any children and young people after a substance misuse incident. They may require support in the period following a substance misuse incident or disclosure of illegal substance misuse, as they may feel extremely vulnerable at this time. Monitoring and support should be based on a behavioural contract agreed by the child/young person and his or her parents/carers. Some children and young people will be attending school and also be having additional specialist support

or treatment provided by outside agencies. In these cases the school will need to liaise closely with social services and/or other service providers and agencies involved. The range of responses applied by the organisation for substance misuse incidents should be consistent with responses for other reasons. Action should not be harsher than that imposed by law. These responses may include:

- learner assistance programmes
- counselling referrals including opportunities for self-referral
- school-based counselling
- youth support services
- behaviour contracts
- restorative approaches
- fixed-term exclusion
- permanent exclusion.

Independent counselling services

Evidence shows that a counselling service can be highly effective in promoting young people's welfare, supporting their learning and alleviating and preventing the escalation of mental health problems. Counsellors work with children and young people to help them cope with social, emotional and psychological problems. These problems may arise for a number of reasons, and in a small proportion of cases the young people who receive counselling have an issue with substance misuse.

From 1 April 2013 legislation introduced under the School Standards and Organisation (Wales) Act requires local authorities to make reasonable provision for counselling services for all children and young people aged between 11 and 19 in their area. The counselling service is required to be independent of schools and other educational establishments so that young people can trust and have confidence in the service.

The organisation

Appropriate staff and management within the organisation need, in accordance with policy, to:

- be informed that a substance misuse-related incident has occurred
- know which substance was involved

- be informed, in some circumstances, of the name(s) of the child/children and young person/people involved
- consider whether any change is needed to the procedure following the incident
- consider any educational needs highlighted by the incident
- de-brief and evaluate procedures of all agencies involved. The results of such de-briefs should be recorded and used to inform fine tuning of local arrangements and responses.

Children and young people and their parents/carers may need to:

- be told the facts about the incident, including the consequences
- have the policy on substance misuse reinforced
- have a SME programme which can be responsive to incidents when appropriate.

The wider community

Others may need to be involved depending on the nature and extent of the seriousness of the incident. If management think that this is necessary it should be done as soon as possible after an incident has occurred in order to prevent the circulation of misinformation. The name(s) of children and young people involved **must** be kept confidential. Involvement with the media may be a useful way of informing the local community and avoiding sensationalisation. See the 'Managing the media' factsheet (Annex A, page 43). In all cases organisations should inform the local authority and local CSP/SMAPB of their intention to engage with the media regarding substance misuse-related incidents.

Organisations should have clear and explicit confidentiality policies, which can be applied to substance misuse incidents. Staff, parents/carers, children and young people should be aware of the policy. The Welsh Government has published detailed guidance on inter-agency working to safeguard and promote the welfare of children.

Please see *Safeguarding Children: Working Together Under the Children Act 2004* for further information.

Additional information

This section offers guidance for governing bodies, senior management teams, management committees, schools, youth centres, local authorities, SME deliverers on a wide range of information and guidance that relates to policy development, curriculum requirements and legislation.

Substance Misuse Advisory Regional Team (SMART) contacts

Please contact the Substance Misuse Advisory Regional Teams (SMARTs) for up-to-date details of the local CSP and SMAPB.

North Wales

Welsh Government
Sarn Mynach
Llandudno Junction
LL31 9RZ
Tel: 0300 062 5298

South Wales

Welsh Government
Rhydycar Business Park
Merthyr Tydfil
CF48 1UZ
Tel: 0300 062 8103

Gwent

Welsh Government
Rhydycar Business Park
Merthyr Tydfil
CF48 1UZ
Tel: 0300 062 8074

Dyfed Powys

Welsh Government
Government Buildings
Picton Terrace
Carmarthen
Carmarthenshire
SA31 3BT
Tel: 01267 225310

Source material

Introduction

Health Behaviour in School-aged Children (HBSC) – International report (World Health Organisation, 2008)

www.hbsc.org

National Assembly for Wales Circular No: 47/2006 *Inclusion and Pupil Support* (National Assembly for Wales, 2006)

National Assembly for Wales Circular No: 2/2001 *Guidance on the Education of Children Looked After by Local Authorities* (National Assembly for Wales, 2001)

Developing and maintaining effective policy

Education about substance misuse: Evaluation of the implementation and impact in schools of the guidance 'Substance Misuse: Children and Young People' in Welsh Assembly Government Circular 17/02 (Estyn, 2007)

Preventing adolescent smoking: a review of options, Martin Stead, Gerard Hastings and Chris Tudor-Smith (Health Education Journal, 1996)

Smoke-free policies in schools: a qualitative investigation of the benefits and barriers, J. Hartland, C. Tudor-Smith and S. Bowker (Health Education Journal, 1998)

School-based Counselling Services in Wales – a National Strategy (Welsh Assembly Government, 2008)

www.wales.gov.uk/topics/educationandskills/publications/guidance/counsellingservicesstrategy/?lang=en

School-based Counselling Operating Toolkit (Welsh Government, 2011)
www.wales.gov.uk/topics/educationandskills/schoolhome/wellbeing/schoolcounselling/counsellingtoolkit/?lang=en

Good practice in substance misuse education (SME)

Working Together to Reduce Harm: The Substance Misuse Strategy for Wales 2008–2018 (Welsh Assembly Government, 2008)

Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales (Welsh Assembly Government, 2008)

Personal and social education framework for 7 to 19-year-olds in Wales (Welsh Assembly Government, 2008)

Personal and social education website
www.wales.gov.uk/personalsocialeducation

Science in the National Curriculum for Wales (Welsh Assembly Government, 2008)

The Youth Work Curriculum Statement for Wales (Welsh Assembly Government, 2002)

Managing substance misuse-related incidents

National Assembly for Wales Circular No: 47/2006 *Inclusion and Pupil Support* (National Assembly for Wales, 2006)

School Crime Beat Protocol (2010) available on www.schoolbeat.org

Materials

Leaflets

Alco Facts: A guide to sensible drinking
www.wales.gov.uk/subsites/hcw/publications/alcofacts/alcofactse.pdf?lang=en

Drugs, Alcohol and Volatile Substances – What you need to Know
Information on substances for 11–16 year olds.
Available from www.wales.gov.uk/docs/healthchallenge/publications/100324needtoknowen.pdf

Drugs, Alcohol and Volatile Substance – Your Questions Answered
A general guide to substances.
Available from www.wales.gov.uk/docs/healthchallenge/publications/100324questionsen.pdf

All the above leaflets are available in English and Welsh or bilingually.

Useful websites

Welsh Government website for substance misuse
www.wales.gov.uk/substancemisuse

Welsh Government website for sharing personal information

English:
www.wales.gov.uk/topics/improvingservices/sharingpip/?lang=en

Welsh:

www.wales.gov.uk/topics/improvingservices/sharingpip/?lang=cy

Information or help relating to drugs and or alcohol

www.dan247.org.uk

School Crime Beat Protocol – ‘All Wales School Liaison Core Programme’ resources for teachers, learners and parents/carers.

www.schoolbeat.org

The law relating to substance misuse, children and young people

It is the organisation’s responsibility to keep up-to-date with current legislation.

Illegal drugs

It is an offence under the Misuse of Drugs Act 1971:

- (i) to supply or offer to supply a controlled drug to another in contravention of the Act;
- (ii) to be in possession of, or to possess with intent to supply to another, a controlled drug in contravention of the Act; it is a defence to the offence of possession that, knowing or suspecting it to be a controlled drug, the accused took possession of it for the purpose of preventing another from committing or continuing to commit an offence and that as soon as possible after taking possession of it he took all such steps as were reasonably open to him to destroy the drug or to deliver it into the custody of a person lawfully entitled to take custody of it;
- (iii) for the occupier or someone concerned in the management of premises knowingly to permit or suffer on those premises the smoking of cannabis, or the production, attempted production, supplying, attempting to supply or offering to supply of controlled drugs to take place on those premises.

Tobacco

The Children and Young Persons (Protection from Tobacco)

Act 1991 strengthened the existing law on illegal sales of tobacco products to children under the age of 18, greatly increasing the penalty for doing so and making illegal the sale of unpackaged cigarettes. The Welsh Government has also introduced the Protection

from Tobacco (Sales from Vending Machines) (Wales) Regulations 2011 to protect children and young people from the dangers of smoking by restricting their access to tobacco products. However, due to their automated and often unsupervised nature, cigarette vending machines continue to present a means for under-18s to purchase tobacco products.

Alcohol

It is an offence under the Licensing Act 2003 to sell liquor without a licence. Further information about this Act can be found on the Home Office website.

It is an offence under Section 5 of the Children and Young Persons Act 1933 to give any child under the age of 5 intoxicating liquor.

It is an offence under the Intoxicating Substances (Supply) Act 1985 for a person to supply or offer to supply a substance other than a controlled drug to a person under the age of 18 if he knows, or has reasonable cause to believe, that the substance is, or its fumes are, likely to be inhaled by the person under the age of 18 for the purpose of causing intoxication (e.g. this applies to the sale of glue, solvents, gases, etc. to young people).

New and emerging drugs (NEDs)

New and emerging drugs (NEDs) are new psychoactive substances which are not easily identified or detected by forensic laboratories. They mimic the effects of other drugs and are not initially controlled by the Misuse of Drugs Act but may be controlled under the Medicines Act. They include both 'legal highs' and substances previously referred to as 'legal highs' (such as mephedrone) as well as those that have been subject to temporary banning orders.

For more information contact Dan 24/7 at dan247.org.uk or on 0808 808 2234.

Police Drug Prevention Officer contacts

Dyfed-Powys Police

Drug Prevention Unit
Dyfed-Powys Police Headquarters
Llangunnor
Carmarthen
SA31 2PF
Tel: 01267 222020

Gwent Police

Drug Prevention Officer
Maindee Police Station
81 Chepstow Road
Newport
NP19 8XD
Tel: 01633 247921

North Wales Police

Drug and Alcohol Reduction
Community Safety Section
North Wales Police Headquarters
Glan-y-Don
Colwyn Bay
LL29 8AW
Tel: 01492 511916

South Wales Police

Drug Prevention Unit
Community Safety Department
Port Talbot Police Station
Station Road
Port Talbot
SA13 1JB
Tel: 01639 889176 or 01639 889141

Annex A: Managing the media

Substance misuse-related incidents and local concerns about substance misuse provide good copy for local media. Most organisations will have a media policy stating who can and cannot speak directly to the media. The organisation may also wish to use the local media with support from their local SMART to highlight the work they are doing to prevent substance misuse among children and young people, or to bring to the attention of the community the launch of a new policy or procedure. In all cases a good relationship with local reporters and radio presenters is worth building. Treat any enquiries with respect and be aware of their deadlines. In general the following points make for success in working with the media.

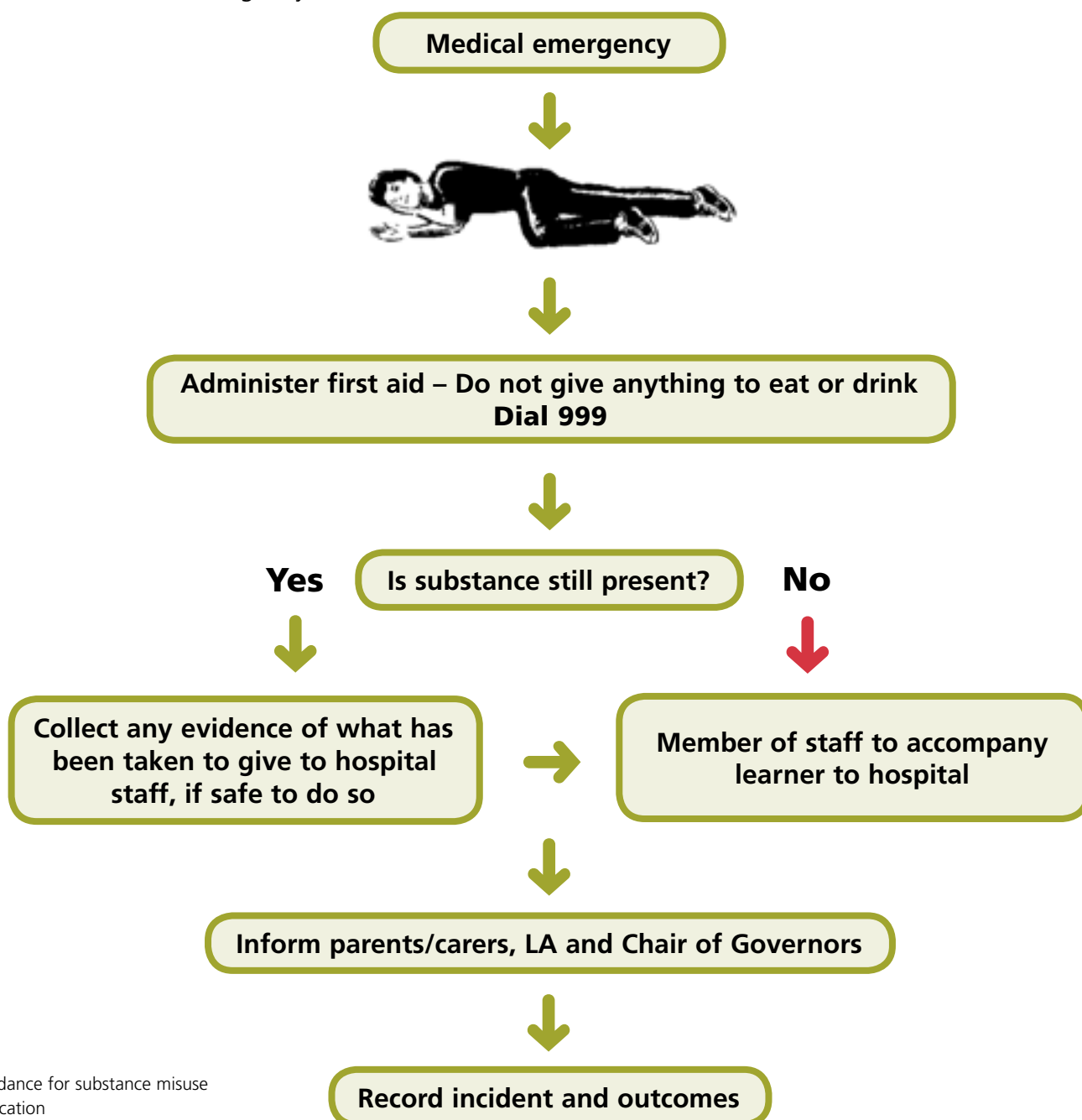
- Ensure the local authority/CSP/SMAPB are made aware of any substance misuse-related media enquiry.
- Have the key facts written down in front of you.
- Do not make off the cuff remarks, ask for 10 minutes to clear your mind and write some notes.
- Try to be consistent with other commentaries, especially if they are working partners.
- Keep names and fine detail confidential.
- Show that the organisation has acted according to procedures.
- Accept the serious nature of incidents.
- Do not make comments on the action of other organisations.
- Think of the audience the information is aimed at and make it interesting for them.

Annex B: Suggested response procedures to substance misuse incidents

A suggested response procedure: medical emergencies

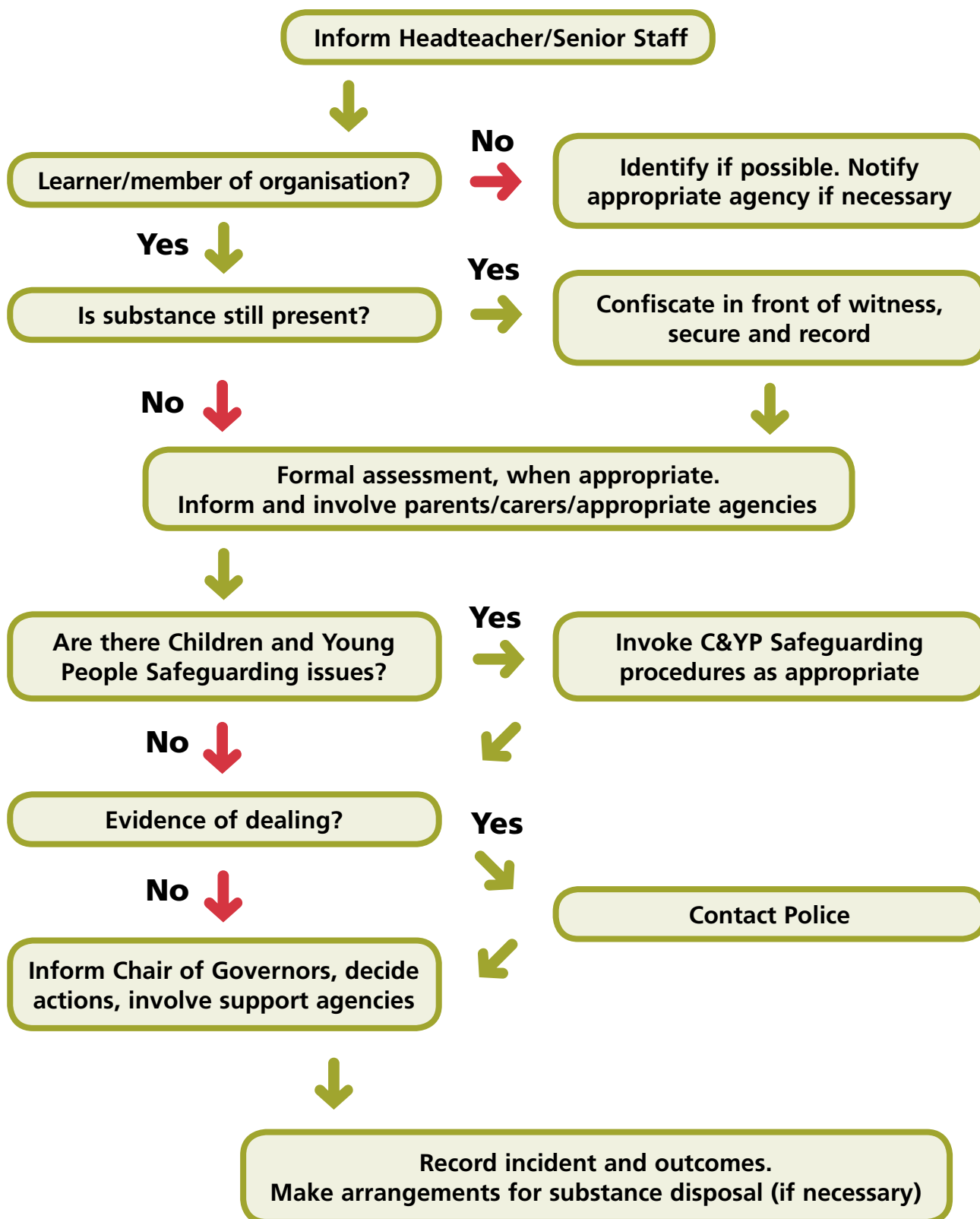
This procedure covers both legal substances and illegal substances.

If someone has lost consciousness or gone into a coma after using substances, first aid must take precedence over any other actions. Acute intoxication, unconsciousness and semi-unconsciousness should all be regarded as medical emergencies. If in doubt, always treat as a medical emergency.



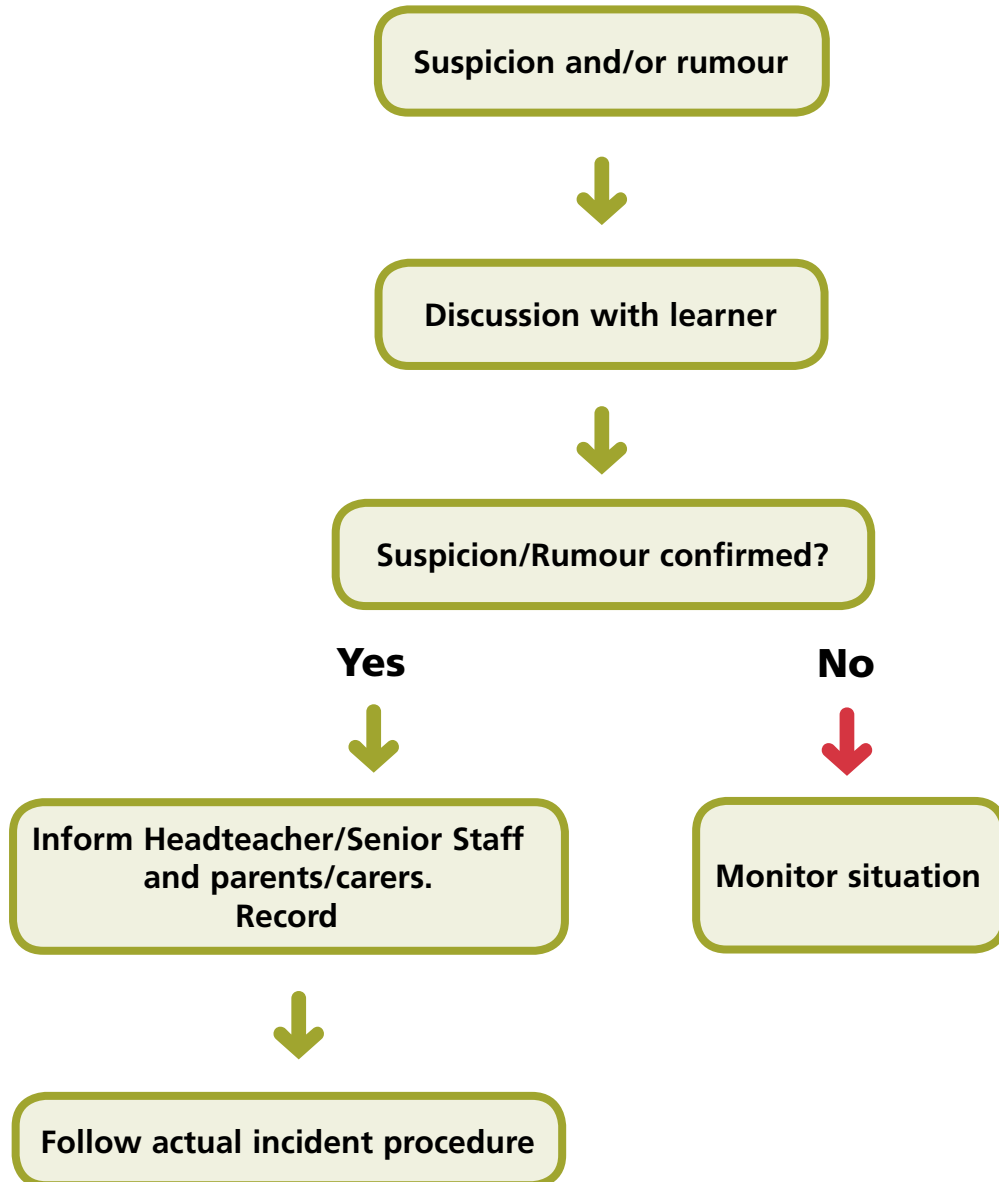
A suggested response procedure: actual incident

This procedure covers both legal and illegal substances.



A suggested response procedure: suspicion or rumour

This procedure covers both legal and illegal substances.



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Annex C: Model framework for a substance misuse policy

Name of School/Organisation

Date of policy

Member(s) of staff responsible

Review date

Policy formation and consultation process

Who was involved?

What were the stages/process undertaken?

How does the policy relate to other internal and external policies? (e.g. equal opportunities, safeguarding/child protection procedures, behaviour and discipline, inclusion, PSE and SEN policy.)

Issues to be considered

- What substances will be covered by this policy (to include alcohol and tobacco)?
- Health and safety issues.
- Confidentiality.
- Health promoting school.

Rationale

Provide a position statement.

What is the position of the school/organisation in regards to the use/misuse of substances and the illegal supply of those substances?

How will the school/organisation safeguard the well-being of all learners/young people?

Delivery of SME

What is the aim/purpose of SME?

How does it fit within the school curriculum/Youth Work Curriculum/the wider local approach of the local authority/CSP/SMAPB?

Organisation and content of the curriculum.

- What/How/Who by/Where/When will it be delivered?
- The contribution of the All Wales School Liaison Core Programme?
- How SME will be differentiated/targeted to meet the needs of particular groups?

What is the method for evaluation and review?

Management of substance misuse-related incidents

Definition of a substance misuse incident.

What is the procedure to respond to a substance misuse-related incident?

Issues to consider.

- Confidentiality (Does the policy outline the boundaries of confidentiality?).
- Handling and disposal of substances.
- Dealing with suspicion and rumour.
- Recording and monitoring of incidents (Who will have access to records? Where will they be kept?).
- Support for learners involved in an incident.
- Sanctions and exclusions.
- Substance misuse within the family.
- Involvement of governing body/policy/parents/carers.
- Dealing with the media and enquiries from parents/carers and public.

Premises issues

Does the policy cover out of hours events? Lettings?

Does your policy cover off-site trips? (What about PTA functions or staff Christmas dinners?)

Dissemination of the policy

Who will receive it?

How will it be made available?

Procedures for policy monitoring and evaluation

Who will review the policy?

How and when will it be monitored?

How will you know if it has been successful?

Additional information to be appended

For instance, a scheme of work for SME or response procedure for substance misuse incidents including referral protocol, police engagement, etc.

Annex D: Exemplar substance misuse policy checklist

School/Organisation name:

Heading	Present	Comments
1. Date of publication/review		
2. Context of policy/relationship with other policies		
3. Aims of policy clearly stated		
4. School's/Organisation's stance on substance use/misuse stated		
5. Statement of those consulted		
6. Location of policy		
7. School/organisation coordinator or deputy named and role clarified		
8. Lead governor or deputy on substance misuse issues named and role clarified		
9. Substance misuse education – planning, teacher-led, use of visitors, prior needs assessment		
10. Substance misuse education – aims stated, realistic and measurable		
11. Substance misuse resourcing, methodology adequately covered		
12. Training, monitoring, evaluation adequately covered		
13. School/organisation rules clearly stated in a form for presenting to the school community and when applicable		
14. Incidents/situations defined to encompass the planned and the non-planned, including parental/carer substance use		
15. Assessment of a substance misuse incident on premises, recording procedures, confiscation and searching, storage and disposal		
16. Smoking – state policy on smoking in school/organisation grounds		
17. Medical assistance and procedures, e.g. First aid		
18. Local and national guidance cited		
19. Vulnerable, at-risk learners are referred to, with specific provision for their needs		

Annex E: Substance misuse education in the curriculum in Wales

The school curriculum in Wales provides clear opportunities for learners to acquire the skills, knowledge and understanding they need to make informed choices when they encounter illegal drugs and legal substances such as alcohol, tobacco, medicines and volatile substances.

The specific references to SME are:

Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales

SME sits within Personal and Social Development, Well-being and Cultural Diversity. This Area of Learning is central and provides an overarching framework through which all other Areas of Learning are taught.

SME is expressed through the skills of Well-being; children should be given opportunities to:

- develop an understanding about dangers in the home and outside environment
- understand that medicines are taken to make them feel better and that some drugs are dangerous.

Science in the National Curriculum for Wales

Key Stage 2 (for learners aged 7 to 11 years old)

Learners should be given opportunities to study:

- the effect on the human body of some drugs, *e.g. alcohol, solvents, tobacco.*

Key Stage 3 (for learners aged 11 to 14 years old)

Learners should be given opportunities to study:

- the beneficial and detrimental effects of some drugs on the organs of the human body and other consequences of their use, *e.g. insulin, steroids, paracetamol, caffeine.*

Personal and social education (PSE)

The Health and emotional well-being theme of the *Personal and social education framework for 7 to 19-year-olds in Wales* provides clear opportunities to teach about substance misuse. Central to the process is equipping learners with the skills and knowledge to make informed choices. In addition to understanding positive health choices, learners should be aware of the potential risks of the use and misuse of legal and illegal substances. The specific references to SME within the PSE framework are:

Key Stage 2 (for learners aged 7 to 11 years old)

Skills

Developing thinking

Learners should be given opportunities to:

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions.

Working with others

Learners should be given opportunities to:

- work cooperatively to solve problems
- resist unwanted peer pressure and behaviour
- empathise with others' experiences and feelings
- ask for personal support and advice.

Range

Learners should be given opportunities to:

- take increasing responsibility for keeping the mind and body safe and healthy

and to understand:

- the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substances.

Key Stage 3 (for learners aged 11 to 14 years old)

Skills

Developing thinking

Learners should be given opportunities to:

- use some prior knowledge to explain links between cause and effect
- identify and assess bias and reliability, e.g. evaluate messages from the media
- consider others' views to inform opinions and make informed decisions and choices effectively.

Working with others

Learners should be given opportunities to:

- work both independently and cooperatively
- make and maintain friendships, and begin to negotiate behaviour in personal relationships
- be assertive and resist unwanted peer pressure
- empathise with others' experiences, feelings and actions
- adapt to new situations
- access an appropriate range of sources for help, support and advice.

Range

Learners should be given opportunities to:

- display a responsible attitude towards keeping the mind and body safe and healthy

and to understand:

- the effects of and risks from the use of a range of legal and illegal substances and the laws governing their use
- how to use alcohol responsibly and the risks of binge drinking.

Key Stage 4 (for learners aged 14 to 16 years old)

Skills

Developing thinking

Learners should be given opportunities to:

- take different perspectives into account when making informed decisions and choices effectively.

Working with others

Learners should be given opportunities to:

- make and maintain friendships and negotiate behaviour effectively in relationships
- be assertive and resist unwanted peer and other influence.

Range

Learners should be given opportunities to:

- accept personal responsibility for keeping the mind and body safe and healthy

and to understand:

- the short and longer term consequences when making decisions about personal health
- the personal, social and legal consequences of the use of legal and illegal substance
- how to access professional health advice and personal support with confidence.

Post-16

Skills

Working with others

Learners should be given opportunities to:

- negotiate effectively in relationships with peers and adults
- be assertive and resist unwanted peer and other influence
- independently access and evaluate information, support and advice.

Range

Learners should be given opportunities to:

- accept responsibility for all aspects of personal and social development and well-being

and to understand:

- how to critically evaluate personal lifestyle choices in the context of physical health and emotional well-being, considering the short- and long-term consequences of such decisions
- the need to exercise responsibility for personal and group safety in social settings
- the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations
- the role of the state in promoting public health and emotional well-being.

Annex F: The Welsh Baccalaureate

SME can contribute the Core of the Welsh Baccalaureate through its PSE component.

Learners must complete one key issue in each of the four key elements (there are three key issues in each element).

- Positive relationships.
- Health and emotional well-being.
- Active citizenship.
- Sustainable development and global citizenship.

For more information visit www.wbq.org.uk

Annex G: Substance misuse incident recording form template

School/Organisation:	Date of incident:	Date and time reported:	
		Reported by:	
Young person(s) involved:	Names:	Home contact number	
Description of incident:			
Category of incident	Action taken	By whom	Who contacted
Categories: 1. Drug-related litter 2. Possession 3. Supply 4. Under the influence 5. Non learner/member			
Name/Description of substance:	Amount/Size:	Removed by:	Where retained:
Signed: _____ Witnessed by: _____ Title: _____ Title: _____ Date: _____ Date: _____			

Contacts and referrals made (where appropriate)

Contacts	Contact name and number	Contact made by	Time and date contact made	Enquiry/Referral (Appointment time)
Parents/Carers				
Police				
Ambulance				
Other health professional				
Social services duty team				
Environmental health				
Education department				
Drug support agency				
Other:				

Outcome:

Attach any details of meetings/actions/plans as appropriate:

Signed: _____

Witnessed by: _____

Title: _____

Title: _____

Date: _____

Date: _____

This form should now be kept in a secure central file.