



Schools Department

Substance Misuse Guidelines for Schools 2013

Part 1: Developing and Maintaining Effective Policy & Substance Misuse Education

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1.0 INTRODUCTION

1.1 Background to the guidance

- 1.1.1 Substance misuse is a complex problem that can have wide-ranging and harmful implications for the quality of life of individuals, families and communities.
- 1.1.2 Schools have a vital role in ensuring young people are educated about the types and effects of drugs. Managing incidents of substance misuse in schools will minimise the risk of harm to the individual and the wider community in both the short and long term. A shared understanding of responsibilities and school policies, in addition to appropriate written procedures will equip a school to respond effectively to incidents of substance misuse and allow pupils to benefit from a consistently high standard of care. In addition, it is the responsibility of the governing body and Headteacher to ensure that all pupils, parents and staff know the substance misuse school policy. It is strongly advised that schools review their current policies following the revised guidance from Welsh Government. This guidance will assist you. Please also see Appendix 1 for Cwm Taf Healthy Schools Team Substance Use and Misuse Audit and Policy Toolkit.
- 1.1.3 The United Nations Convention on the Rights of a Child (UNCRC) describes the entitlement of children and young people to access educational services and includes being given the necessary information to make choices.
- 1.1.4 These guidelines have been developed and revised in line with advice included in:
- “Working Together to Reduce Harm”, the Welsh Government ten year substance misuse strategy 2008-2018
 - Circular 076/2012 “Guidance for Substance Misuse Education”, which replaces Circular 17/02
 - Cwm Taf Substance Misuse Action Plan

1.2 Purpose of the guidance

- 1.2.1 The aim of the guidance is to help schools develop/review and implement school policies on substance misuse and respond to the substance misuse education needs of students and staff.
- 1.2.2 The guidelines have been produced by Cwm Taf Substance Misuse Area Planning Board in partnership with representatives from the Schools Department, Cwm Taf Public Health Team, Voluntary Agencies, Local Health Board, Police and other agencies.

1.3 How to use this guidance

- 1.3.1 This guidance is being made available to schools to enable them to develop whole school substance misuse policies for education and the managing of all substance misuse incidents, as well as providing a valuable information source on substance misuse.

- 1.3.2 The guidance will be subject to on-going review and any suggestions or comments for additions or amendments will be gratefully received. If you have any suggestions/comments please send them to:-

Bethan Evans-Conway, Substance Misuse Coordinator & Development Officer,
bethan.evans-conway@merthyr.gov.uk.

2.0 WELSH SUBSTANCE MISUSE STRATEGY – Four Action Areas (National Context)

- 2.1 The Welsh Government has launched a ten year strategy “Working Together to Reduce Harm 2008-2018”.

The strategy has four Action Areas:

Action Area 1: Preventing Harm.

Action Area 2: Support for substance mis-users to improve their health and aid and maintain recovery.

Action Area 3: Supporting and protecting families.

Action Area 4: Tackling availability and protecting individuals and communities via enforcement activity.

- 2.2 The Welsh Government has recently arranged funding by regional area which is driven forward by a Substance Misuse Area Planning Board.

3.0 CWM TAF SUBSTANCE MISUSE AREA PLANNING BOARD (Local Context)

- 3.1 In Cwm Taf, a multi-agency Substance Misuse Area Planning Board has been set up to undertake the following activities:

- Develop, implement and monitor the Cwm Taf Joint Action Plan based around the four Action Areas of the Welsh Government substance misuse strategy.
- Commission and contract manage substance misuse services for adults and young people in Cwm Taf based on sound evidence.
- Monitor the quality and performance of substance misuse services and activities within Cwm Taf.
- Perform regular assessment of need and respond appropriately.
- Undertake partnership working with other agencies to ensure a multi-agency approach to tackling substance misuse.
- Implement Welsh Government and national substance misuse policies at a local level.

4.0 CWM TAF SUBSTANCE MISUSE JOINT ACTION PLAN (Local Context)

4.1 The Cwm Taf Substance Misuse Joint Action Plan is based around the four Action Areas of the Welsh Government Strategy. It lists the following objectives as key priorities for action:

- Increase awareness of the risks and consequences of substance misuse (including excessive alcohol consumption)
- To implement a co-ordinated and consistent approach to substance misuse education for children and young people up to the age of 18.
- To ensure that children receive effective education on substance misuse at school
- To provide a range of specialist substance misuse services to reduce harm associated with drugs and alcohol for children, young people and adults.
- To provide a range of specialist substance misuse services to reduce harm associated with drugs and alcohol for children and young people who are within the criminal justice system
- To improve the lives of children and young people living with substance misusing parents/carers

5.0 DEFINITIONS

5.1 Substances

5.1.1 The substances covered by this guidance are in line with those covered by the Welsh Government Substance Misuse Strategy and include:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971 – including cannabis, heroin, amphetamine, ecstasy, LSD, cocaine).
- Alcohol.
- Prescription only medicines such as anabolic steroids and benzodiazepines.
- Over the counter medicines such as preparations containing codeine or ephedrine.
- Volatile substances such as aerosol propellants, butane, solvents and glue.
- New & Emerging Drugs

5.2 Substance misuse

5.2.1 Substance misuse is defined as

“Intoxication by, or regular excessive consumption of and/or dependence on substances that have an effect on the brain, which leads to social, psychological, physical or legal problems..”

(rethink.org)

6.0 SECTION ONE: Developing and Maintaining Effective Policy

6.1 Why have a Policy?

- 6.1.1 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.
- 6.1.2 A policy should demonstrate an organisation's approach to substance misuse and should include both the education and management of incidents/components of substance misuse.

6.2 Elements of effective policy

6.2.1 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 school.
- an outline of Substance Misuse Education (SME) identifying what is to be covered, when, how and by whom
- clear boundaries of the environment covered by the policy
- a system for evaluation and monitoring (How are standards of learning and teaching monitored? Has the programme achieved all its outcomes? 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?)
- regular policy reviews
- procedures for managing substance misuse related incidents
- a guidance on when other agencies should be involved
- a statement about confidentiality.

6.3 Developing effective policy

6.3.1 The policy should be:

- developed in consultation with representatives of the people the policy will affect
- consistent with and linked to other school policies
- be consistent with and refer to other external substance misuse and children and young people related policies
- produced in the same format as other policy documents of the school and accessible to all users
- distributed to all staff (including non teaching staff) and governors (a dissemination plan will ensure this is done effectively)
- made available for children and young people and their parents/carers (a dissemination plan will ensure this is done effectively)
- shared with others through networks such as the Local Authority School Improvement Service
- used when compiling documents and reports.

6.3.2 Increasing knowledge and understanding of the policy may involve a number of actions including:

- a launch to raise awareness
- publication e.g in the school handbook
- training at induction and ongoing in service

- meetings; regular agenda items about substance misuse at relevant meetings held within the school to keep the issue fresh
- discussion
- formal review process.

7.0 SECTION TWO: Good Practice in Substance Misuse Education (SME)

7.1 The context of substance misuse education

- 7.1.1 The aim of SME is to empower children and young people to make responsible, well-informed decisions about substance misuse 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 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
 - 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 (SCPO's) and Substance Misuse Young Persons Workers
 - 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
 - being part of a whole school approach to SME and policy
 - by stating how cultural or religious sensitivities will be addressed. The Local Authority's Community Cohesion Officer will be able to provide information in regards to this.

7.2 Education and prevention

7.2.1 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.

7.2.2 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 needs

However, research has shown that it is unrealistic to expect education alone to prevent substance misuse – a whole school approach to SME is imperative.

7.3 Whole school approach to SME

A whole school approach to SME will:

- outline the school's commitment to SME including the curriculum and non-formal learning
- embed SME firmly within the curriculum
- realize the school's substance misuse policy including key messages in relation to substance misuse to be used within the school
- 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 school's commitment to delivering SME and that it is a central school priority. This can set and reinforce behavioural norms
- have clear guidance on managing staff, visitors and ex pupils substance misuse related incidents.

7.4 Effective approaches to SME

7.4.1 Substance misuse education is more effective when it is:

- underpinned by a whole school approach (stand alone, one off talks are ineffective)
- part of a wider multi-component approach including the local community and parents/carers (SME should not be delivered in isolation and should be integrated into the curriculum)
- delivering learning outcomes from the PSE Framework for 7 to 19 year olds. SME sits within 'Knowledge and Understanding' and 'Attitudes and Values'. SME also contributes to the Welsh Baccalaureate Qualification
- needs-led (tailored approaches – skills-based, normative, harm reduction, multi-component)
- measured through clearly identified outcomes
- interactive (information only approaches are ineffective).

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.

7.4.2 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 wellbeing
- understand the consequences and risks of substance misuse
- understand the laws relating to substance misuse
- know how to get appropriate advice on substance misuse.

8.0 SECTION THREE: Useful information

8.1 TYPES OF SUBSTANCES

8.1.1 Different types of substances

It is important to remember that substance misuse trends are constantly changing. Information here covers the majority of substances; however, for further information on specific substances please visit dan247.org.uk.

- ALCOHOL
- NAPHYRONE (NRG)
- MEPHEDRONE (Meow Meow)
- AMPHETAMINE
- CANNABIS
- COCAINE/CRACK
- ECSTASY
- GHB
- HEROIN
- KETAMINE
- LSD
- MAGIC MUSHROOMS
- POPPERS
- SOLVENTS
- STEROIDS

8.1.2 New & Emerging Drugs

One of the major developments on the recreational drugs market in recent years has been the development of psychoactive or so called 'legal highs.' These new and emerging drugs are currently being discovered at a rate of one a week, making it extremely difficult for the Government to attempt to control their availability. As soon as one compound is banned, another variant is produced.

Often described when sold on the internet as 'Plant Food' or 'Bath Salts,' many are derivatives of the banned drug Mephedrone (Meow Meow, M-Kat). The majority of these new and emerging drugs can imitate the effects of ecstasy, amphetamines or cocaine.

8.1.3 Clinical classification of substances

The majority of drugs fall into the following categories.

Stimulants ('Uppers')

Poppers
Nicotine
Caffeine
Amphetamine
Cocaine/Crack
Ecstasy
Mephedrone

Depressants ('Downers')

Alcohol
Solvents
Barbiturates
Benzodiazepines (e.g. Diazepam, Temazepam)
GHB

Hallucinogens ('Mind Altering')

LSD
Magic Mushrooms
Cannabis
Ecstasy
Ketamine

Analgesics ('Pain Killers')

Opium
Heroin
Methadone
Morphine
Ketamine

For further information on any of the above substances refer to the Dan 24/7 Welsh Government website: dan247.org.uk.

This website contains an A-Z of substances and a range of useful information about each individual substance. There is a printable information page for each substance. This information would be very useful to go home in the packs of pupils who have been excluded for substance misuse.

The contact for Substance Misuse Services for young people in Merthyr Tydfil is: DASPA 0300 333 0000. It would be advisable if this information is printed on the letter that goes home to the parents of an excluded pupil in order for parents and the young person themselves to know where to go for further support (please see also a list of useful contacts in 9.0 Sources of help, support and further information).

8.2 SUBSTANCES AND THE LAW

8.2.1 Classes

The Misuse of Drugs Act 1971 categorises substances into Classes A-C. Class A drugs are seen to pose the most danger.

Class A Magic Mushrooms
Heroin/Opium
Methadone

	Morphine
	Ecstasy
	Cocaine
	Crack
	LSD
Class B	Naphyrone (NRG)
	Mephedrone (Meow Meow)
	Amphetamine
	Barbiturates
	Dihydrocodiene
	Cannabis
Class C	Benzodiazepines (Diazepam/Temazepam)
	Nitrazepam (without a prescription)
	Anabolic Steroids
	GHB

Any drug prepared for injection automatically becomes a Class A substance.

8.2.2 Penalties

Maximum Recommended Sentences:

	POSSESSION	TRAFFICKING/SUPPLY
Class A	7 years and fine	Life and fine
Class B	5 years and fine	14 years and fine
Class C	2 years and fine	14 years and fine

8.2.3 Offences

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

- to supply, or offer to supply, a controlled drug to another in contravention of the act;
- 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;
- 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, supplying, attempting to supply or offering to supply of controlled drugs to take place on those premises.

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 16, greatly increasing the penalty for doing so, making illegal the sale of unpackaged cigarettes and requiring warning statements to be displayed in all retail premises and on cigarette vending machines. A voluntary code operates to prevent tobacco advertising in the vicinity of schools, or which is designed to encourage young people to smoke.

It is an offence under the Licensing Act 1964 to sell intoxicating liquor without a licence. This would prevent the sale of alcohol at school events unless an occasional licence had been obtained under the Licensing (Occasional Permissions) Act 1983. It is also an offence to sell alcohol to anyone under the age of 18. No licence would be needed by the school to offer alcohol at school events (i.e. where no sale takes place) or to store alcohol on school premises.

It is an offence under Section 6 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).

9.0 SOURCES OF HELP, SUPPORT AND FURTHER INFORMATION

Merthyr Tydfil's Young Persons Substance Misuse Service

DASPA (Cwm Taf Drug & Alcohol Single Point of Contact): 0300 333 0000

Drugaid

2nd Floor

Oldway House

Castle Street

Merthyr Tydfil. CF47 8UX.

Tel: 01685 721991

www.drugaidcymru.com

Substance Misuse Area Planning Board (SMAPB)

Substance Misuse Coordinator & Development Officer

Civic Centre,

Castle Street,

Merthyr Tydfil

CF47 8AN

Tel: 01685 725472

The Substance Misuse Area Planning Board is a strategic group looking at needs, gaps and performance of substance misuse services across Cwm Taf.

South Wales Police

The All Wales Police School Liaison Programme offers a series of lessons covering issues around alcohol, tobacco, substance misuse, anti-social behaviour and cyber-bullying. School Community Police Officer's (SCPO's) provide support in dealing with incidents in schools and support pupils during transitional phases. For resources please see the School Beat website on www.schoolbeat.org.

Turnaround

A cognitive behavioural approach is used in this programme to support disengaged young people as they strive to end their substance misuse. Turnaround is an intensive programme to support young people 13-19 years of age involved in substances. The project runs for 5 hours a day, 5 days a week for 11 weeks.

Tel: 01446 486404

Youth Services

Street based and mobile outreach youth service provision is available and are able to respond to urgent requests. They deliver on a variety of issues.

24 Hour Helplines

Information, news and advice for young people in Wales. www.cliconline.co.uk

DAN 24/7 - Freephone: 0808 808 2234

A free and bilingual helpline providing a single point of contact for anyone in Wales wanting further information or help relating to drugs or alcohol. www.dan247.org.uk

Drinkaware - Drinkaware highlights the dangers of alcohol misuse through innovative and challenging campaigns online, in print and in communities countrywide.

www.drinkaware.co.uk

Alcohol Concern - Alcohol Concern is the national agency on alcohol misuse campaigning for effective alcohol policy and improved services for people whose lives are affected by alcohol related problems. www.alcoholconcern.org.uk

TALK TO FRANK - Tel: 0800 77 66 00

This is a website and 24/7 hour helpline offering free, confidential information and advice on drugs. www.talktofrank.com

RE-SOLV - Helpline: 0808 800 2345

Founded in 1984, Re-solv is a charity solely dedicated to the prevention of solvent and volatile substance abuse. The website contains information, fact sheets, on-line training

courses and other publications. Re-Solv also operates a freephone Helpline on **01785 810762** for anyone concerned about solvent and volatile substance misuse.

www.re-solv.org

Community Safety Partnership - Community Safety Partnerships are a multi-agency partnership working together to reduce crime, disorder and anti-social behaviour.

www.mtcsp.org.uk

www.substancemisuserct.co.uk

APPENDICES

Appendix 1 – Cwm Taf Healthy Schools Team Substance Use And Misuse Audit And Policy Toolkit

Substance Use and Misuse

Audit and Policy Toolkit

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General Guidance

General Guidance

This toolkit has been produced to support schools to develop a substance use and misuse policy in line with the requirements of the Healthy Schools National Quality Award (NQA).

It is designed as a guide to assist schools through a process of self assessment, action planning and policy development. The toolkit takes into consideration the NQA indicators, the requirements of the PSE curriculum, the Foundation Phase curriculum, the Estyn common inspection framework and the statutory policy requirements for schools. It also encourages schools to implement a whole school approach to substance use and misuse with particular reference to process and the involvement of key stakeholders. The self evaluation template is designed to help schools identify their strengths and areas for development in relation to four key areas.

Area 1	Leadership and Communication
Area 2	Curriculum
Area 3	Ethos and Environment
Area 4	Family and Community Involvement

The Foundation Phase curriculum for 3 to 7 year olds, the Curriculum Science Order and the PSE education framework for 7 to 19 year olds in Wales highlight substance use and misuse as a health topic area to be addressed in order to provide learners with the knowledge and understanding to make informed life choices. “The aim of substance misuse education is to empower children and young people to make responsible, well informed decisions about substances used and/or misused within society.” (WAG, 2002).

The Welsh Assembly Government Circular 17/02 Substance Misuse: Children and Young People; recognises that a holistic approach to substance misuse education is key to the credibility of a successful programme. This is reflected in the Personal and Social Education framework for 7 to 19-year olds in Wales, “all the planned learning experiences and opportunities which take place not only in the classroom but also in other areas of school experience”. (WAG, 2008). It is also important that internal policies and practices are seen to reinforce the teaching. This is the basis for the development of the Welsh Network of Healthy Schools Schemes.”

The Welsh Assembly Government document ‘Working Together to Reduce Harm’, the substance misuse strategy for Wales 2008 – 2018 highlights that effective education programmes are skills-based, interactive and include components such as working with parents, families, the wider community, health professionals and the media. The four key areas of this substance misuse toolkit reflect these components and will support schools in providing a holistic approach to substance misuse education which complies with the good practice guidance issued by the Welsh Government in document no: 076/2012

The Guidance on Good Practice for the Provision of Services for Children and Younger People who Use or Misuse Substances in Wales (WAG 2008); recognises that “the provision of high quality universal education is a key requisite of any systematic approach to the delivery of a strategy for substance misuse. Delivering effective universal education programmes require:

- Programmes are developmentally appropriate, sequential and contextually appropriate

- Teaching takes place within a standardised model of PSE as opposed to a situation in which PSE is subject to wide variation in delivery and often utilises non-specialised teaching staff
- Programmes employ a whole-school approach that incorporates messages on smoking, alcohol and drug education
- Health promotion is delivered in the context of there being active school policies on substances
- Local delivery is linked with strategies such as the national healthy schools programme
- Information is available about services to which they might turn for more detailed information and advice and with which they can discuss any concerns that they might have.”

The Estyn report ‘Education about substance misuse (2007) acknowledges that there is considerable evidence to support that when given appropriate training and support, teacher-led programmes can be more effective than those delivered wholly by external contributors.

For schools working towards the Healthy Schools Scheme National Quality Award for the topic ‘Substance Use and Misuse’, a whole school approach is essential to demonstrate the existence of a positive commitment to this aspect of health education and health promotion. To achieve this a number of key areas need to be considered, these include the school ethos, the curriculum, the environment, links with the wider community, implementation and monitoring. The criteria and indicators that schools must provide evidence for are detailed in the Welsh Network of Healthy Schools Schemes (WNHSS) ‘Indicators for the Welsh Network of Healthy School Schemes National Quality Award (NQA) (2009).’

As part of school inspection, Estyn inspectors look for evidence of the impact of care, support and guidance on pupils’ standards and wellbeing. This evidence contributes to key question 2, sections 2.3.1 ‘provision for health and wellbeing, including spiritual, moral, social and cultural development’, 2.3.2 ‘specialist services, information and guidance’ and 2.3.3 ‘safeguarding arrangements.’ Evidence demonstrating the development and implementation of a whole school substance use and misuse policy include; for example, minutes of meetings of stakeholder groups, schemes of work, teachers planning, pupils work, timetables and training plans. These will provide schools with a bank of evidence that can be used to demonstrate that the school provides for the wellbeing of learners.

Supporting guidance for the self evaluation template included in this policy toolkit provides further points for consideration when self evaluating in addition to, identifying potential sources of evidence. Ongoing action in relation to the areas for improvement, identified through the evaluation can be structured through the use of the action plan template. The four key areas and points for consideration are also reflected in the policy development guidance and template.

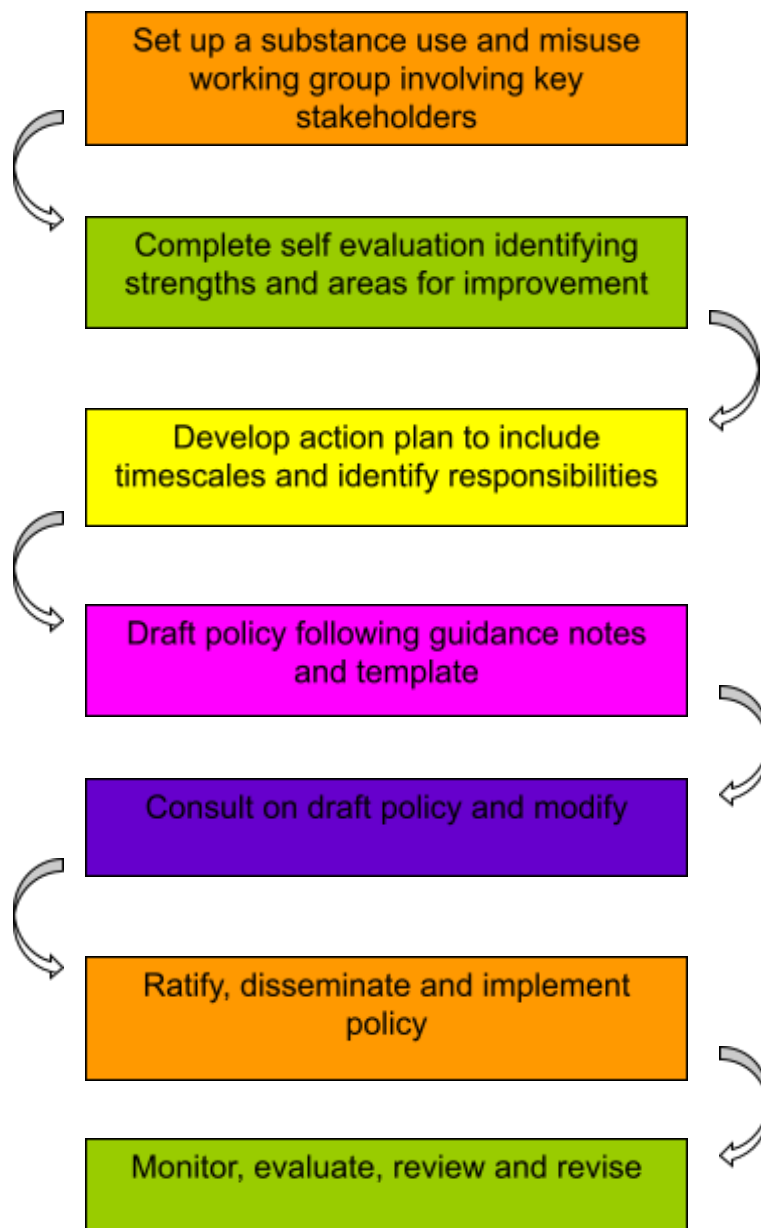
The Estyn report ‘Education about substance misuse (2007) recommends that “schools need to:

- Have a policy for substance-misuse education
- Plan substance-misuse education programmes, to take better account of the views of children and young people and involve a wide range of outside agencies

- Ensure that teachers take a more active role in supporting the learning when outside agencies take the lead in delivering lessons
- Monitor and evaluate substance-misuse education programmes; and
- Maintain a supportive environment for all pupils, whilst being responsive to the needs of those pupils whose particular behavioral problems or family background may put them at particular risk of hazardous substance use.”

“Good substance misuse education has the same characteristics as good teaching across the curriculum. It is most effective when it is part of a whole organisation approach”. (WAG, 2002)

Process flow chart for developing a whole school substance use and misuse policy



Self Evaluation

School:

Date:.....

Academic Year:.....

Signed:

School Coordinator:

Headteacher:

Area 1 – Leadership and Communication

Aspects to Consider:

- Have a current substance use and misuse policy, which reflects local and national guidelines, shows consideration of current legislation and covers issues in relation to:
 1. Smoking
 2. Drugs
 3. Alcohol
 4. Medicines
 5. Incident response and reporting mechanisms
 6. Clear referral guidance
 7. Links with other school policies
 8. Links with other schemes, initiatives and workplace interventions
 9. Links with outside agencies
 10. Substance use and misuse related training
 11. Children and young people's cultural, special educational or physical needs
- Ensure the policy forms part of the wider healthy school strategy on wellbeing, sex and relationships education, drug education and behavior management
- Ensure that all staff, parent/carers, governors and everyone using the premises for any purpose at any time are aware of the policy
- Publicise the policy widely and ensure it is easily accessible
- Monitor and review the policy regularly
- Consider substance use and misuse as part of the School Development Plan
- Ensure SMT and Governors fully understand their rights and responsibilities in relation to substance use and misuse on the school premises
- Ensure those planning, co-ordinating and/or delivering substance misuse education are well trained and confident about the subject material and competent using interactive methodologies
- Monitor the quality of substance use and misuse curricular and extra curricular activities in the school
- Ensure the policy reflects the curriculum
- Use working groups that include input from pupils to develop policy/ies
- Ensure there are opportunities for staff to access CPD relating to substance use and misuse
- Provide opportunities for trained staff to cascade relevant substance use and misuse messages to all staff that influence policy and practice
- Provide adults other than teachers (AOTT) with training opportunities
- Have nominated members of staff who takes responsibility for coordinating staff development and resources to support the delivery of substance use and misuse related topics in school

Examples of where evidence may be found:

Substance use and misuse policy, self evaluation, action plan, letters to parents, minutes from staff meetings, Governor and Working Group meetings, monitoring records, CPD records

Area 1 – Leadership and Communication				
Grade	1 Excellent Many strengths, including significant examples of sector leading practice	2 Good Many strengths and no important areas requiring significant improvement	3 Adequate Strengths outweigh areas for improvement	4 Unsatisfactory Important areas for improvement outweigh strengths

Strengths	Evidence

Areas for development

•	•
•	•
•	•

<u>Focus for inclusion in School Improvement Plan</u>

Area 2 – Curriculum

Aspects to consider:

How do you within the curriculum provide pupils with the opportunity to:

- Learn that medicines are taken to make them feel better and the dangers of drugs, smoking, alcohol and other dangerous substances (FP)
- Take increasing responsibility for keeping the mind and body healthy (KS2)
- Display a responsible attitude towards keeping the mind and body safe and healthy (KS3)
- Understand the harmful effects both to themselves and others of tobacco, alcohol and other legal and illegal substances (KS2)
- Understand the effects and risks from the use of a range of legal and illegal substances and the laws governing their use (KS3)
- Be honest and fair and have respect for the rules, the law and authority (KS2)
- Understand that personal actions have consequences (KS2)
- Understand how to use alcohol responsibly and the risks of binge drinking (KS3)
- Understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations
- Accept personal responsibility for keeping the mind and body safe and healthy (KS4)
- Understand the short and long term consequences when making decisions about personal health (KS4)
- Understand the personal, social and legal consequences of the use of legal and illegal substances (KS4)
- Identify and explain links between cause and effect
- Distinguish between facts, beliefs and opinions assessing the bias and reliability
- Form personal opinions, consider views of others and make informed decisions and choices effectively
- Use a range of appropriate techniques for personal reflection
- Express and confidently communicate personal feeling and views through a range of appropriate methods
- Develop skills to be assertive and resist unwanted peer pressure and behavior
- Ask and have access to a range of appropriate sources for help, support and advice.

Does your curriculum:

- Utilize resources that reflect current guidance
 - Cover a range of substances including tobacco, alcohol, solvents, medicines, household products and other legal and illegal substances
 - Provide opportunities for professionals and organisations external to the school to enhance the delivery of substance misuse education
 - Provide opportunities for pupils to develop the skills necessary to resist unwanted peer pressure
 - Involve pupils in the design and delivery of the curriculum
 - Provide consistent messages in relation to substance policies
 - Reflect the policy
 - Convey accurate and balanced information about substances and their use and misuse.
-
- Are pupils provided with opportunities to contribute to class discussions and take part in debates
 - Are fear arousing approaches to curriculum delivery avoided
 - Is the substance misuse education programme non judgemental, without stereotyping or stigmatization
 - Is the curriculum delivered on a continuous and iterative basis that fits with the educational capacity of each child.

Examples of where evidence may be found:

Schemes of work , Teachers planning, Pupils work , Actual curriculum resources, Staff CPD records, Staff cascading sessions, OSHL/E3 timetable

Area 2 – Curriculum				
Grade	1 Excellent Many strengths, including significant examples of sector leading practice	2 Good Many strengths and no important areas requiring significant improvement	3 Adequate Strengths outweigh areas for improvement	4 Unsatisfactory Important areas for improvement outweigh strengths

Strengths	Evidence

Areas for development

● —	● —
● —	● —
● —	● —

Focus for inclusion in School Improvement Plan

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Area 3 – Ethos and Environment

Aspects to consider:

Does the School:

- Provide opportunities for pupils to develop the relevant skills within a safe and supportive learning environment
- Deliver interventions that aim to prevent the uptake of smoking as part of PSE and activities relating to Healthy Schools
- Ensure that all substance use and misuse activities e.g. curriculum input from guest speakers, health fayres and educational visits provide consistent messages
- Use current substance use and misuse related activities to provide opportunities for pupil participation
- Ensure substance use and misuse lessons are interactive, inclusive, entertaining, factual, tailored to age and ability, ethnically, culturally and gender sensitive and non-judgemental
- Provide pupils with an opportunity to learn in a diverse range of environments
- Have links with outside agencies that support the ethos of the school in relation to substance use and misuse
- Provide access to a range of school based services, resources and appropriate local information
- Encourage staff to demonstrate behaviors consistent with the substance use and misuse policy
- Involve pupils in the monitoring and evaluation of substance use and misuse related actions
- Liaise and work in partnership with relevant health professionals
- Provide a health promoting environment in relation to substance use and misuse
- Provide displays which promote current and consistent messages
- Provide evidence-based peer-led interventions
- Support substance use and misuse education in the classroom with additional 'booster' activities until school leaving age
- Ensure the school site is smoke free
- Comply with the smokefree law
- Ensure all staff and pupils support the policy e.g. on school trips and extra curricular activities

Examples of where evidence may be found:

Assemblies, schemes of work, teachers' planning, timetables, minutes from school council and staff meetings, school environment, pupils work

Area 3 – Ethos and Environment				
Grade	1 Excellent Many strengths, including significant examples of sector leading practice	2 Good Many strengths and no important areas requiring significant improvement	3 Adequate Strengths outweigh areas for improvement	4 Unsatisfactory Important areas for improvement outweigh strengths

Strengths	Evidence

Areas for development

•	•
•	•
•	•

<u>Focus for inclusion in School Improvement Plan</u>

Area 4 – Family and Community Involvement

Aspects to consider:

Does your school:

- Encourage a whole school community approach to substance use and misuse
- Proactively work with key community and health agencies to promote the school's substance use and misuse policy and to support the curriculum and the development of substance use and misuse activities
- Actively promote parental/family involvement in e.g. informing them about class work or asking them to help with homework assignments
- Provide pupils with up to date information relating to cessation or prevention schemes/programmes available in the community relating to substance use and misuse
- Make links with community resources e.g. community cessation groups or specialist agencies
- Consult and work with all members of the school community and outside agencies when making substance use and misuse decisions
- Have a joint working agreement with outside agencies and professional who contribute to the substance misuse education programme
- Ensure that any contributions from outside statutory and voluntary agencies are planned, evaluated and work followed up
- Ensure that parents/carers are well informed and understand the importance of policy on substance use and misuse for themselves and the pupils
- Provide information for parents/carers through planned events and/or the provision of literature
- Seek the support of parents/carers and governors for the planned programme of study being delivered to pupils

Examples of where evidence may be found:

letters to parents/carers, letters to community members, school and community newsletters, pupils' work, school website, photographs, promotional materials for school events i.e. health fayres, minutes of governors meetings

Area 4 – Family and Community Involvement

Grade	1 Excellent Many strengths, including significant examples of sector leading practice	2 Good Many strengths and no important areas requiring significant improvement	3 Adequate Strengths outweigh areas for improvement	4 Unsatisfactory Important areas for improvement outweigh strengths
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Strengths	Evidence

Areas for development

• _____	• _____
• _____	• _____
• _____	• _____

Focus for inclusion in School Improvement Plan



Action Plan Template

NQA Substance Use and Misuse Action Plan

School

Lead Person.....

Date

Area	Action	Lead Person / Key staff	Timeline	Resources Needed	Success Criteria	Monitored By
Leadership and Communication						
Curriculum						
Ethos and Environment						
Family and Community Involvement						

Policy Guidance

Policy Development Guidance

*Use this guidance in conjunction with the Welsh Government Guidance document no: 076/2012
Draft guidance for substance misuse education.*

Background

At **[Insert School Name here]** we are committed to the health, safety and wellbeing of the whole school community. The school actively promotes and encourages healthy lifestyles through implementing a whole school community approach to substance use and misuse education.

The Welsh Assembly Government has produced the Circular 17/02 Substance Misuse: Children and Young people (2002) and Working together to reduce harm; the substance misuse strategy for Wales 2008 – 2018 (2008); Guidance for substance misuse education (Welsh Government 2012), to support their commitment to help, secure, maintain and improve the health of children and young people. In response to these documents we at **[Insert School Name Here]** believe that the school setting is the ideal environment to convey positive messages on healthy living. We believe that in taking forward this agenda we can educate, support and encourage children and young people by providing them with the knowledge, skills and confidence to make informed life choices.

We work in partnership with the healthy schools team, the LA, the police, ESIS **(please include any other relevant partners)** to establish and deliver a coherent and consistent approach to substance use and misuse.

Signed: (Head teacher)

Signed: (Chair of Governing Body)

Aims of the policy

- To demonstrate a whole school community approach to substance use and misuse education through the development of an inclusive policy that shows a shared vision
- To empower children and young people to make responsible, well informed decisions about substances used and /or misused within society
- To ensure substance use and misuse education becomes integral to the overall ethos of the school demonstrating consistency through the policy, the formal and informal curriculum, the school environment and community and professional links.

Policy formation and consultation process:

(Refer to Welsh Government guidance for substance misuse education document no: 076/2012)

Rationale/Objectives of the Policy

(Refer to Welsh Government guidance for substance misuse education document no: 076/2012)

Management of substance misuse-related incidents

(Refer to Welsh Government guidance for substance misuse education document no: 076/2012)

Area 1: Leadership and Communication

Explain how the substance use and misuse policy reflects local and national guidelines and shows consideration of current legislation in relation to:

- The delivery of substance use and misuse through the curriculum
- Smoking
- Drugs
- Alcohol
- Medicines
- Incident response and reporting mechanisms
- Clear referral guidance
- Links with other school policies
- Links with other schemes, initiatives and workplace interventions
- Links with outside agencies
- Substance use and misuse related training
- Children and young people's cultural, special educational or physical needs.

Explain how the school:

- Ensures that the policy forms part of the wider healthy school strategy on wellbeing, sex and relationships education, drug education and behavior
- Ensures that all staff, parent/ carers, governors and everyone using the premises for any purpose at any time are aware of the policy
- Publicises the policy widely and ensures it is easily accessible
- Monitors and reviews the policy regularly
- Considers substance use and misuse as part of the School Development Plan?
- Ensures the SMT and Governors fully understand their rights and responsibilities in relation to substance use and misuse on the school premises
- Ensures those planning, co-coordinating and/or delivering substance misuse education are well trained and confident about the subject material and competent using interactive methodologies
- Monitors the quality of substance use and misuse curricular and extracurricular activities in the school
- Ensures the policy reflects the curriculum
- Uses working groups that include input from pupils to develop policy/ies
- Ensures there are opportunities for staff to access CPD relating to substance use and misuse
- Provides opportunities for trained staff to cascade relevant substance use and misuse messages to all staff that influence policy and practice
- Provides adults other than teachers (AOTT) with training opportunities
- Nominates members of staff who take responsibility for coordinating staff development and

Delivery of Substance Misuse Education

Area 2: Curriculum

Explain how the curriculum provides pupils with the opportunity to:

- Learn that medicines are taken to make them feel better and the dangers of drugs, smoking, alcohol and other dangerous substances (FP)
- Take increasing responsibility for keeping the mind and body healthy (KS2)
- Display a responsible attitude towards keeping the mind and body safe and healthy (KS3)
- Understand the harmful effects both to themselves and others of tobacco, alcohol and other legal and illegal substances (KS2)
- Understand the effects and risks from the use of a range of legal and illegal substances and the laws governing their use (KS3)
- Be honest and fair and have respect for the rules, the law and authority (KS2)
- Understand that personal actions have consequences (KS2)
- Understand how to use alcohol responsibly and the risks of binge drinking (KS3)
- Understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations
- Accept personal responsibility for keeping the mind and body safe and healthy (KS4)
- Understand the short and long term consequences when making decisions about personal health (KS4)
- Understand the personal, social and legal consequences of the use of legal and illegal substances (KS4)
- Identify and explain links between cause and effect
- Distinguish between facts, beliefs and opinions assessing the bias and reliability
- Form personal opinions, consider views of others and make informed decisions and choices effectively
- Use a range of appropriate techniques for personal reflection
- Express and confidently communicate personal feeling and views through a range of appropriate methods
- Develop skills to be assertive and resist unwanted peer pressure and behavior
- Ask and have access to a range of appropriate sources for help, support and advice
- Develop practical skills necessary for everyday life
- Explain how resources that reflect current guidance are utilised
- Explain how a range of substances including tobacco, alcohol, solvents, medicines, household products and other legal and illegal substances are addressed through the curriculum
- Explain how opportunities are provided for professionals and organisations external to the school to enhance the delivery of substance misuse education
- Explain how opportunities are provided for pupils to develop the skills necessary to resist unwanted peer pressure

Area 3: Ethos and Environment

Explain how:

- Opportunities are provided for pupils to develop the relevant skills within a safe and supportive learning environment
- Interventions are delivered that aim to prevent the uptake of smoking as part of PSE and activities relating to Healthy Schools
- The provision of consistent messages is ensured in all the substance use and misuse activities e.g. curriculum input from guest speakers, health fayres and educational visits
- Current substance use and misuse related activities are used to provide opportunities for pupil participation
- The school ensures that substance use and misuse lessons are interactive, inclusive, entertaining, factual, tailored to age and ability, ethnically, culturally and gender sensitive and non-judgmental
- Pupils are provided with an opportunity to learn in a diverse range of environments
- The school links with outside agencies that support the ethos of the school in relation to substance use and misuse
- Access to a range of school based services, resources and appropriate local information is provided
- Staff demonstrate behaviors consistent with the substance use and misuse policy
- Pupils are involved in the monitoring and evaluation of substance use and misuse related actions
- The school liaises and works in partnership with relevant health professionals
- A health promoting environment in relation to substance use and misuse is provided
- Displays are used to promote current and consistent messages
- The school provides evidence-based peer-led interventions
- The school supports substance use and misuse education in the classroom with additional 'booster' activities until school leaving age
- The school ensures the school site is smoke free
- The school complies with the smoke free law
- The school ensures all staff and pupils support the policy e.g. on school trips and extra-curricular activities.

Area 4: Family and Community Involvement

Explain how the school will encourage a whole school community approach to substance use and misuse through:

- Encouraging a whole school community approach to substance use and misuse
- Proactively working with key community and health agencies to promote the school's substance use and misuse policy and to support the curriculum and the development of substance use and misuse activities
- Actively promoting parental/family involvement. For example informing them about class work or asking them to help with homework assignments
- Providing pupils with up to date information relating to cessation or prevention schemes/programmes available in the community relating to substance use and misuse
- Making links with community resources e.g. community cessation groups or referral to specialist agencies
- Consulting and working with all members of the school community and outside agencies when making substance use and misuse decisions
- Having a joint working agreement with outside agencies and professional who contribute to the substance misuse education programme
- Ensuring that any contributions from outside statutory and voluntary agencies are planned, evaluated and work followed up
- Ensuring that parents/carers are well informed and understand the importance of policy on substance use and misuse for themselves and the pupils
- Providing information for parents/carers through planned events and/or the provision of literature
- Seeking the support of parents/carers and governors for the planned programme of study being delivered to pupils

Dissemination of the policy

(Refer to Welsh Government guidance for substance misuse education document no: 076/2012)

Implementation, Monitoring and Evaluation

In this section give details of the implementation and monitoring procedure for the policy. For example the role of Governing Body, Senior Management Team, staff and pupils, timescales, informing key stakeholders and the use of self evaluation as a baseline assessment and for ongoing monitoring and review purposes.

Policy Template

(.....Insert school name.....)

Substance Use and Misuse Policy

Ratification date:

Member(s) of staff and partners responsible:

Review date:

Background

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Signed: (Head teacher)

Signed: (Chair of Governing Body)

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Rationale/Objectives of the Policy

(Refer to Welsh Government guidance for substance misuse education document no: 076/2012)

Management of substance misuse-related incidents

(Refer to Welsh Government guidance for substance misuse education document no: 076/2012)

Area 1: Leadership and Communication

Area 2: Curriculum

Area 3: Ethos and Environment

(Refer to Welsh Government guidance for substance misuse education document no: 076/2012)

Area 4: Family and Community Involvement

Dissemination of the policy

(Refer to Welsh Government guidance for substance misuse education document no: 076/2012)

Implementation, Monitoring and Evaluation

(Refer to Welsh Government guidance for substance misuse education document no: 076/2012)

Reference Documents

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Welsh Assembly Government, (2008). Personal and Social Development, Well-Being and Cultural Diversity, Foundation Phase. Cardiff: WAG

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Welsh Government (2012) draft Guidance for Substance Misuse Education. Cardiff: WG

