

**A review of drug/alcohol education projects working with
schools for SURREY DRUG ACTION TEAM**

Executive Summary

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**The views expressed in this report are those of the author and do not represent
the views of Surrey DAAT.**

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EXECUTIVE SUMMARY

1.0 Recommendations

1.1 Summary

All agencies contributing to drug/alcohol education in schools should be working in line with the principals for effective drugs education as identified by international and national research (as defined in section 1).

Where agencies do not meet these principals an action plan should be developed to address these gaps.

Surrey DAAT should take a lead in supporting agencies to achieve these action plans. This should be done through both individual support and through partnership developments so that where appropriate there is consistency in approaches.

The DAAT should also raise its profile as the strategic lead for drugs education. This should include clarifying the roles of key agencies and supporting partners who commission drugs education to invest in services in line with the principals for effective drugs education.

Commissioners and funders of drugs education should ensure that agencies they invest in drugs education in line with the principals for effective practice.

1.2 Recommendations for individual agencies

Agencies should develop action plans for the areas where they are not currently working in line with the principals for effective drug/alcohol education. The DAAT will need to take a lead in supporting agencies to achieve this.

Drug Freeze

- Identify research into effective drug/alcohol education and integrate into programme
- Integrate a broad skills based approach into programme
- Integrate social resistance skills into programme
- Link the programme into parent's evenings delivered by the school

Encounter

- Clarify role with funders in regards to teacher training and policy development
- Link the programme into parent's evenings delivered by the school
- Identify how to rigorously evaluate the programme

Drug Education Project, Woking
(please note this project is no longer in operation)

Feeling Low Feeling High

- Clarify role with funders in regards to teacher training development

Life Education Centres

- Clarify role with funders in regards to teacher training and policy development

Learning Through Action

- Identify how to link the programme into parents' evenings delivered by the school

Natural High

- Identify research into effective drug/alcohol education and integrate into programme
- Integrate a broad skills based approach into programme
- Integrate social resistance skills into programme
- Link the programme into parent's evenings delivered by the school

Ride Foundation

- Clarify role with funders in regards to teacher training and policy development

Untouched

(Crimestoppers do not consider this to be a drugs education programme although it does touch on drug use. Hence these recommendations apply to this programme)

- Identify research into effective drug/alcohol education and integrate into programme
- Integrate a broad skills based approach into programme
- Integrate social resistance skills into programme
- Link the programme into parent's evenings delivered by the school

Wasted

- Link the programme into parent's evenings delivered by the school

Surrey Youth Development Service

- Link the programme into parent's evenings delivered by the school
- Clarify role with funders in regards to teacher training and policy development

1.3 Cross cutting issues for all agencies

Normative education

This approach demonstrates that not all young people are involved in drug use and seeks to reinforce through challenging media and other stereotypes of drug use and drugs users.

- The DAAT should coordinate an approach, which ensures that normative approaches are incorporated in all the programmes of every agency involved in this research.

Evaluation

- The DAAT should lead on the development of a process for evaluating the input of external contributors to the drug/alcohol education in schools. This

process should be used as a consistent way of evaluating programmes across all agencies involved in this research.

- Individual agencies should identify ways of carrying out external evaluations of their work.

Cultural sensitivity

- The DAAT should facilitate links between agencies and organisations working with minority groups to ensure programme design and delivery are culturally appropriate
- Alongside this the DAAT should facilitate user involvement from both young people and parents into programme design and delivery.

Teacher training and drug policy development

- It should not be the role of external organisations to provide training for teachers or develop drug policies unless this is a task that they have been specifically contracted to do.

All teacher training and drug policy development should be part of the role of Four S.

External agencies should refer schools to Four S when they receive requests for teacher training and drugs policy development, unless it is agreed otherwise with funders, the DAAT and Four S

Adequate lesson coverage

- Surrey DAAT, in conjunction with Four S, should commission a review of drugs education in primary, secondary, PRUs and special schools to identify whether and how well the sections of the drug/alcohol education curriculum delivered in house by teachers meet the principals for effective drugs education as identified in international and national research findings. This research needs to take into account the contribution made by the external agencies.

CRB checks

- All agencies and commissioners should ensure that staff working with young people are CRB checked

Strategic planning within individual agencies

- All agencies should develop a strategic plan detailing when and where they will deliver drugs education in Surrey on an annual basis. There will be flexibility within the plans since funding bodies currently work to a variety of timescales and deadlines for planning their investment.
- Plans should be shared across agencies to identify gaps and avoid duplication.

Managing disclosures

- The DAAT should take a lead in developing a consistent approach to managing disclosures by young people, particularly when these relate to personal use.

Training for Staff

- The DAAT should work collaboratively with agencies to develop quality standards for staff contributing to the delivery of drug/alcohol education in schools.

Link to the Surrey Healthy Schools Programme / National Healthy Schools Status

- The DAAT should work with Four S to raise awareness of the Surrey Healthy Schools Programme and the National Healthy Schools Status amongst providers to ensure that contributions link developments around drugs/alcohol within this arena.

Aligning the programme within the PSHE curriculum

- The DAAT should work with Four S to ensure that all schools are aware of the role of these agencies and the contribution that these agencies can make to the PSHE programme.

1.4 Recommendations for Surrey DAAT (as strategic lead)

Raising the profile

- The DAAT should publish a directory for commissioners and schools identifying those agencies that deliver good quality drugs education that meets the criteria for good practice. This should include a breakdown of the programme offered so that commissioners and schools are able to identify agencies that will deliver a programme that meets the needs of the pupils and the PSHE curriculum.
- Within this directory there should be scope for information on agencies which play a key role in supporting schools such as Four S

Service development

- The DAAT should work supportively to ensure that all agencies work towards the key principals of effective drugs education. This should be done on both an individual basis and on a partnership level, as some issues are common to one or more agencies.
Issues for partnership development are listed as **Cross Cutting Issues**.
- Surrey DAAT should work closely with Surrey Police Service to establish the role of Police Youth Affairs Officers in drugs education in primary and secondary schools. Surrey DAAT should also work with Surrey Police Service to develop appropriate training for Police Youth Affairs Officers to deliver drugs education.
- The research findings indicate that the Youth Development Service delivers drugs education in an ad hoc and reactive manner. A planned and consistent programme of drugs education for vulnerable young people in settings other than secondary schools would enable Youth Workers to provide a more effective and considered service. Surrey DAAT and the Youth Development Service should work collaboratively to develop a clear role for the Youth Development Service in drugs education both within and outside of school settings.

- The DAAT should work closely with Four S to ensure that teacher training and support is in line with the principals for effective drugs education
- The DAAT should maintain a database of all schools which denotes where external providers contribute to drug/alcohol education provision. This should be made available to commissioners and strategic players.

Funding

- The DAAT should identify funders / commissioners of drugs education with an aim to do the following:
 - Pool or align budgets for drugs education in schools
 - Work with commissioners to ensure that agencies that are commissioned comply with the principals for effective practice
- If budgets are aligned (as opposed to pooled) Surrey DAAT should develop standards for commissioning external agencies and design a standard contract for funders to use with external providers of drug/alcohol education to ensure clarity of role remit and evaluation/monitoring.

Further research

- The research did not address the quality of the contributions from the agencies although the researcher did observe two agencies in action. Surrey DAAT should commission research to evaluate the work of the agencies or work with agencies to design a method of in-house evaluation.

1.5 Recommendations for commissioners and funders:

- Commissioners and funders should ensure that they commission only external agencies that deliver drugs education programmes that are in line with the principals for effective drugs education.
- Commissioners and funders should ensure that staff in the projects have received CRB checks to the appropriate level.

2 CONTEXT

2.1 National Context

The British government is currently piloting the Blueprint programme. This is a research programme designed to examine the effectiveness of a multi-component approach to drug education. The programme is based on the following key points from worldwide research on effective drug/alcohol education:

Effective drug education programmes:

- are research driven
- are developmentally appropriate
- have a broad skills base
- include social resistance skills
- include normative education
- use interactive teaching styles
- include teacher training

- have adequate lesson coverage
- are culturally sensitive
- include added components such as community, health policy, media etc.
- are rigorously evaluated

2.2 Local context

Within Surrey there are a number of agencies that support primary and secondary schools by delivering drug and alcohol education directly to young people in the classroom. The agencies are funded from a variety of sources – statutory funding, charitable and trust funding.

3 AIMS OF THE RESEARCH

There have been a number of developments within the drug and alcohol education field, both locally and nationally, that has led to the need to review these projects. The aim of this research is to identify how far the agencies delivering drug and alcohol education in schools in Surrey meet the recommended key points from worldwide research for effective drugs education, and to identify any gaps in identified effective practice.

4 SUMMARY OF METHODOLOGY

- The agencies and organisations that are the focus of this report were identified by the DAAT.
- A questionnaire and narrative questions were agreed with the DAAT.
- Representatives from the agencies were interviewed
- A draft report was submitted to the DAAT and a review of the findings was carried out
- A final report submitted to DAAT

5 SUMMARY OF FINDINGS

5.1 Summary of organisations match to effective practice criteria

Organisation	Research driven	Developmentally appropriate	Broad skills base	Social resistance skills	Normative education	Interactive teaching styles	Teacher training	Adequate lesson coverage *	Culturally Sensitive	Added components – parents, health, etc.	Rigorously evaluated
Drug Education Project, Woking	√	√	√	√	No	√	No	N/A	No**	No	No
Drug Freeze	No	√	No	No	No	√	No	N/A	No**	No	No
Encounter	√	√	√	√	No	√	√	N/A	No**	No	No
Feeling Low Feeling High	√	√	√	√	No	√	√	N/A	No**	√	√
Life Education Centres	√	√	√	√	No	√	√	N/A	No**	√	√
Learning Through Action	√	√	√	√	No	√	No	N/A	No**	No	√
Natural High	No	√	No	No	No	√	No	N/A	No**	No	No
Ride Foundation	√	√	√	√	No	√	√	√	No**	√	√
Untouched	No	√	No	No	No	√	No	N/A	No**	No	No
Wasted	√	√	√	√	No	√	√	N/A	No**	No	√
Surrey Youth Development Service	√	√	√	√	No	√	√	N/A	No**	No	No

* This is not applicable because none of the organisations listed above should be delivering the whole of the school drugs education curriculum

** The materials used may well be culturally sensitive but this research suggests that links with other agencies working with minority groups (such as Traveller Education Service, ELMA) are not well established.

5.2 Summary of the work of the organisations, the staff qualifications, and training

Organisation	Area of Work						Staffing and Training for Staff					
	Primary	Secondary	PRU	Special Schools	Training for teachers	Work with parents	Qualified	CRB checked	Training: for programme	Training: work with YP	Training: Diversity	Training accredited
Drug Education Project, Woking	√	√	No	No	√	√	QYW	√	√	No	No	No
Drug Freeze	√	No	No	No	No	No	Possibly ¹	√	√	No	No	No
Encounters	√	√	√	√	√	√	QTS	√	√	√	No	No
Feeling Low Feeling High	√	√	√	√	√	√	Actors	√	√	√	No	No
Life Education Centres	√	√	√	√	√	√	QTS	√	√	No	No	No
Learning Through Action	√	√	√	√	No	No	QTS ²	√	√	No	No	√ ³
Natural High	No	√	No	No	No	No	No	√	No	No	No	No
Ride Foundation	No	No	No	No	Yes	No ⁴	QTS ⁵	√	√	√	No	No
Untouched	√	√	No	No	No	No	No	√	√	No	No	No
Wasted	√	√	√	√	√	No	Actors	Not all	√	√ ⁶	No	No
Surrey Youth Development Service	No	√	√	√	√	√	QYW	√	√	√	√	No

Key QTS - Qualified Teachers
QYW - Qualified Youth Workers

¹ The Guildford Flames part of the presentation is given by an ice hockey player who might be qualified to work with young people – the second part of the programme is delivered by a police youth liaison officer who is not qualified to work with young people

² LTA has a mix of people delivering the programme – some are qualified teachers with additional accredited training to deliver the programme but others are gap year students who have received training that is not accredited

³ See footnote above – QTS have Diploma

⁴ Parents are invited comment on pupils' work through the Ride work books

⁵ The RIDE Foundation delivers training on the RIDE materials to teachers so that they can deliver the majority of the programme, health specialists and police youth liaison officers may contribute to specific aspects.

⁶ The actors are trained in facilitation of workshops with young people