

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

FINAL REPORT

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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

5.2 Summary of Findings

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.

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

1 INTRODUCTION

Surrey Drug and Alcohol Action Team commissioned this review of elements of drug education that are external to Surrey schools and the National Healthy School Standard. The aim of this report is to assess whether drugs education within Surrey schools meets the recommendations that have emerged from international research and the evaluation of the Blueprint programme pilots⁷.

Blueprint adopted the United Nations Office on Crime and Drugs definition of drugs that is in line with the Department for Education and Skills' definition⁸. A drug is:

A substance people take to change the way they feel, think or behave.

This definition includes medicines, alcohol, tobacco, solvents and illegal drugs; it is the definition used throughout this report.

Worldwide research on effective drug and alcohol education indicates that for drug education programmes to be effective they should:

- Be research driven – use approaches that are underpinned by research findings that demonstrate effective practice
- Be developmentally appropriate – use methods and materials that are appropriate not only to the age of the pupils but also to their physical, social, intellectual and emotional development
- Have a broad skills based – enable the development of skills of critical analysis, self-awareness and decision making
- Include social resistance skills – develop self-confidence, self-esteem and skills to resist pressure
- Include normative education – use national and local evidence to demonstrate that not all young people are involved in drug use

⁷ Principles into Practice; effective drug education, Home Office, 2005

⁸ Drugs: Guidance for Schools, DFES, 2004

- Use interactive teaching styles – adopt teaching methods that actively engage the young people
- Include teacher training – this is the responsibility of schools and is important for the whole drugs education programme delivered in school. Teachers need to be adequately trained to deliver drugs education and to make best use of the inputs from external organisations
- Have adequate lesson coverage – this is the responsibility of the schools and refers to the drugs education curriculum. This is not within the control of external organisations that contribute to the programme
- Be culturally sensitive – make sure that measures are taken to ensure that methods and materials are appropriate for all pupils and their parents or carers
- Include added components such as community, health policy, media etc. - this is the responsibility of schools and refers to the drugs education curriculum. This is not within the control of external organisations that contribute to the programme
- Be rigorously evaluated – independent evaluation of drugs education programmes is desirable wherever possible. Within schools the drugs education curriculum, including inputs from external organisations, should be kept under critical review

This report is based on interviews carried out with drugs education providers that are working in schools in Surrey. It reports on responses to questions (see Annex 1) that address good practice issues and other factual matters. It does not address the quality of any work that occurs within the classroom.

2 METHODOLOGY

The Surrey DAAT Young Person's Lead and a representative from Four S, the education advisory service for Surrey, identified the organisations that form the subject of this report. These organisations were informed that this piece of work had been commissioned and arrangements were made to carry out face-to-face interviews wherever possible.

There were in-depth interviews with representatives from eleven of the organisations listed in the executive summary. Twelve people were interviewed face-to-face and two were interviewed by telephone. All interviews were tape-recorded. The interviews varied in length between twenty and forty-five minutes. The interviews all followed the same format; the interviews included closed questions, with an opportunity to provide additional information, and a set of more open questions that can be found in Annex 1 at the end of this report. Prior to the interviews every organisation was provided with the questions.

The taped interviews were used to complete the entries in Section 3 of this report. Some organisations provided relevant additional materials that were very useful for the completion of this section. The twelfth organisation declined to be formally interviewed but completed the questionnaire, answered the narrative questions in a written format and provided additional information by post and by a follow-up telephone conversation. Each organisation has been given the opportunity to check the accuracy of these entries.

3 FINDINGS

3.1 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.

3.2 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 ⁹	√	√	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 ¹⁰	√	√	No	No	√ ¹¹
Natural High	No	√	No	No	No	No	No	√	No	No	No	No
Ride Foundation	No	No	No	No	Yes	No ¹²	QTS ¹³	√	√	√	No	No
Untouched	√	√	No	No	No	No	No	√	√	No	No	No
Wasted	√	√	√	√	√	No	Actors	Not all	√	√ ¹⁴	No	No
Surrey Youth Development Service	No	√	√	√	√	√	QYW	√	√	√	√	No

Key QTS - Qualified Teachers
QYW - Qualified Youth Workers

⁹ 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

¹⁰ 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

¹¹ See footnote above – QTS have Diploma

¹² Parents are invited comment on pupils' work through the Ride work books

¹³ 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.

¹⁴ The actors are trained in facilitation of workshops with young people

3.2 DRUGFREEZE - Guildford Flames

Guildford Flames works with the Surrey Police Youth Affairs Officers in each of the eleven district or borough councils. The Guildford Flames presentations are delivered on Tuesday, Wednesday and Thursday afternoons between September and March.

There is a 'one off' two-part presentation to a whole year group with a maximum of sixty pupils. Sometimes years five and six are present. The first part is presented by the Guildford Flame and focuses on reducing the risk of injury during ice hockey matches through the protective clothing worn by all ice hockey players. The Surrey Police Youth Affairs Officer then continues with the reduction of risk theme but shifts the focus to drugs and alcohol. Pupils are given a 'goodie bag' at the end of the presentation.

Area of Work		
Primary schools	√	Years five and six
Secondary schools	No	
Special schools	√	
Training for adults – teachers etc.	No	
Staffing		
Do staff have professional qualifications to work with young people?	This varies	Some are qualified teachers and some are ice hockey coaches for the junior team but this does not apply to all the Guildford Flames team members
Does the organisation provide specific training?		
a) To work with young people	No	
b) On the programme to be delivered	√	The players are briefed with a script to outline the talk and the objectives of the programme. Also, the Flames consult a professional youth Drugs counsellor who sets guidelines for how the discussion should be approached as well as input regarding the content of all promotional material related to the programme
c) On diversity	No	
Is the training accredited?		
Are there opportunities for professional development within your organisation?	No	
Are staff CRB checked?	√	

Quality Control		
How does the organisation assess quality of delivery?		Guildford Flames tries to ensure that the same ice hockey player delivers all the sessions during a single season but there are eleven different Police Youth Affairs Officers involved and there is no mechanism to control the quality of the police input across Surrey
Risk Assessment		
Does your organisation carry out a risk assessment?	No	
Delivery of Sessions		
How many sessions does your organisation deliver to each group?	One	
How long does each session last?	One hour	The Guildford Flames session last for half-an-hour followed by half-an-hour by the Police Youth Affairs Officer
Do you have a qualified teacher in the room at every session?	√	
Independent Evaluation		
Have you had your work independently evaluated?	No	However, the programme has been recognized by several local and national authorities and has been received awards for its ambition and success

Access to schools

Leaflets are sent out to approximately two hundred and fifty schools; the schools then contact Guildford Flames to organise the visit. This is then tied up with the Police Youth Affairs Officer so both can be present for each session. Sometimes the Police Youth Affairs Officer will broker the presentations. Twenty school visits had already been booked at the time of the interview (12 August 2005); sixty to seventy is the maximum number of schools that Guildford Flames can work with in any single season.

Decisions on classroom presentation

The history of the development programme is linked to funding. Guildford Flames was taken over by a new owner in 1994/5 and a condition of the new funding was that the ice hockey team provided something positive for the local community. This resulted in the development of the Drug Freeze Programme.

I understand that there is no prescribed programme delivered by the Police Youth Affairs Officers.

Mechanisms for delivery

The Guildford Flames sessions are designed to engage the pupils and to encourage questions and pupil participation. The Guildford Flames also use a Video. The Surrey Police present the Ride Programme in schools in year 5 so when they go into schools with the Flames they use the opportunity as a refresher to show that anything is possible in life – using the ice hockey players as examples to illustrate that goals can be reached so long as the children are prepared to work and they do not become side-tracked with drug and alcohol use.

Participant evaluation

There is no formal mechanism for participant evaluation. There is informal feedback from teachers in schools and ‘Thank you’ letters are received from pupils. Schools do book the Drug Freeze Programme year on year, which suggests that the schools are happy with the content and method of the presentations. A greater number of schools had booked for the 2005/06 presentations than in any previous year.

Links with other relevant organisations in Surrey

Apart from the close working relationship with Surrey Police there are no links with MANDATE or with any other agencies in Surrey.

Funding

This resource is free to schools. The Guildford Flames section of the programme is funded by ISS Facility Services whilst the police contribution is funded by Surrey Police.

3.3 ENCOUNTER – Hope UK

Working with schools and colleges in East Surrey in Tandridge, Reigate and Banstead and Mole Valley. These are Warwick School, St Bede’s, Reigate School, Reigate Grammar School, Oakwood School, Reigate College, NESCOL, Ashcombe School and Therfield School

The work fits into the PSHE and Citizenship curriculums.

Year 7 and Year 8 – Sessions focus on smoking and tobacco.

Year 8 and Year 9 – Sessions focus on Alcohol

Years 9 and 10 – Sessions focus on illegal drugs. Currently there is a concentration on cannabis for approximately half the lesson. Pupils are actively encouraged to participate in activities that develop their confidence, raise their self-esteem, practice decision-making and resist pressure from others. Encounters also participates in some school assemblies but this is a minor part of the work that they do with schools.

Area of Work		
Primary schools	No	
Secondary schools	√	All year groups
Training for adults – teachers etc.	√	Through the churches Hope UK works with Parents on a programme called Drug Proof Your Kids (DPYK). The organisation provides training for teachers and also participates in parents evenings
Staffing		
Do staff have professional qualifications to work with young people?	√	Two members of staff work in Surrey – both are qualified teachers
Does the organisation provide specific training?		
a) To work with young people		
b) On the programme to be delivered	√	This is provided by the national organisation Hope UK
c) On diversity	√	Specific module on diversity
Is the training accredited?	√	Accredited by the London Open College Network
Are there opportunities for professional development within your organisation?	√	

Quality Control		
How does the organisation assess quality of delivery?		The two staff members deliver all sessions.
Are staff CRB checked?	√	
Risk Assessment		
Does your organisation carry out a risk assessment?	√	
Delivery of Sessions		
How many sessions does your organisation deliver to each group?		Generally one session for each year group. Reigate Grammar School has two sessions on alcohol and two sessions on drugs
How long does each session last?		Sessions last for between 45 minutes and one hour
Do you have a qualified teacher in the room at every session?	√	Both of the staff are qualified teachers and the class teacher is present in all Surrey LEA schools. This is not always the case in private schools
Independent Evaluation		
Have you had your work independently evaluated?	√	This is a very small project so no funding has been available for independent evaluation. Whilst there has been no formal independent evaluation of this project a representative from Four S has observed programme delivery in a secondary school setting

Access to schools

There is a history of working with these particular schools and the schools now approach Encounters to arrange the sessions.

Decisions on classroom presentation

The lesson content is kept up to date through an ongoing revue of international research findings as reported in drug and alcohol publications. Work is planned in line with Surrey Drug and Alcohol Education Guidelines and the project workers meet with schools to identify any particular issues that need to be addressed in forthcoming sessions.

Mechanisms for delivery

The lessons are interactive with activities that encourage pupil participation. The lessons include opportunities for question and answer sessions and discussion, role-play, interactive games and forum theatre.

Participant evaluation

The pupils carry out evaluations based on the format presented in the Surrey Guidelines after each session. If the lesson is a 'one off' then this will happen immediately after the lesson but where there is a programme of sessions the evaluation will take place at the end of the programme. There is also an evaluation process carried out with the teachers.

Links with other relevant organisations in Surrey

The project co-ordinator has been attending MANDATE meetings for the last twelve months. The organisation works with Connexions and Crusaders Encounters in Surrey.

Funding

Churches in Redhill and Reigate via Crusaders Encounters funds the co-ordinator role. The Connexions Service funds the part-time Personal Adviser (PA) role. Other funding was obtained from The Lottery/Millennium Awards via DrugScope.

3.4 Drug Education Project – Woking (DEW)

This project has now folded due to lack of funding.

Drug Education Project – Woking Presents a programme that includes work on legal and illegal drugs (including alcohol and tobacco) and sex education. It is designed to encourage young people to make informed decisions about healthy lifestyle choices through giving knowledge and opportunities for questions and debate. The project has worked in four schools and approximately twenty-five youth groups in the area.

Area of Work		
Primary schools	√	All years
Secondary schools	√	Year 7 - Autumn Term, Year 8 - Spring Term, Year 9 Summer Term after exams. Years 10 and 11 usually in the summer term depending upon examination pressures and timetabling. Also in response to incidents
Youth club setting	√	
Training for adults – teachers etc.	√	Work in one school with all newly qualified teachers on drugs policy and basic drugs awareness training. Also work on parenting with parents
Staffing		
Do staff have professional qualifications to work with young people?	√	Almost all are qualified youth workers. Co-ordinator has no qualifications but has 15 yrs youth work experience and 8 yrs drugs education experience. Training for drugs education provided by Hope UK
Does the organisation provide specific training?	Yes	
a) To work with young people	√	As required to deliver the programme
b) On the programme to be delivered	√	
c) On diversity	No	
Is the training accredited?	No	
Are there opportunities for professional development within your organisation?	No	
Are staff CRB checked?	√	

Quality Control		
How does the organisation assess quality of delivery?		Co-ordinator is involved in every session delivered to school and youth clubs thus providing quality assurance for programme delivery
Risk Assessment		
Does your organisation carry out a risk assessment?	√	All work with school negotiated with schools – joint planning to assess risk. No disclosures by young people in the last three years
Delivery of Sessions		
How many sessions does your organisation deliver to each group?		In years 7 and 8 there is one session with each class in both year groups. In year 9 there are two sessions approximately six weeks apart. One off sessions are also delivered on request from schools in response to specific incidents
How long does each session last?	1 hour	
Do you have a qualified teacher in the room at every session?	√	
Independent Evaluation		
Have you had your work independently evaluated?	No	This is a very small project so no funding has been available for independent evaluation. Whilst there has been no formal independent evaluation of this project a representative from Four S has observed programme delivery in primary and secondary settings

Access to schools

Drugs Project – Woking has been running for approximately 8 years. This has created a historical perspective to the arrangement. Schools now approach the project although initially it was the project that approached the schools. There is a planned programme that is delivered but there is also a reactive element to the work in response to specific incidents.

Decisions on classroom presentation

Close liaison with science department ensures there is no duplication of work. Apart from the planning process that occurs with school staff the co-ordinator asks pupils a number of questions at the beginning of the session:

Do you drink – what and how often?

Do you smoke weed?

Have you ever been offered drugs – where?

This is to establish some baseline information about the group and the session will be adjusted to meet any needs identified by this process.

Mechanisms for delivery

A mixture of methodologies is used: question/answer sessions, use of draw and write, role-plays, videos, music and media, and open forums that give young people opportunities to talk about themselves and make powerful testimonies around drug use. The intention is to create an informal atmosphere to enable the generation discussion that is led by questions from the pupils.

Participant evaluation

The pupils evaluate every session, these are then collated and summarised by the co-ordinator. This followed by a meeting with the Head of Science in September each year there is to review the work and revise the programme. This is a small project that has worked in a small number of local schools and youth clubs on an annual basis so the pupils are seen throughout their schooling. This enables informal long-term feedback from pupils and the programme has changed as a result of this feedback process.

Links with other relevant organisations in Surrey

The co-ordinator is a member of MANDATE and therefore is linked with other organisations and agencies.

Funding

This project has been funded by voluntary contributions from the local churches and businesses. Schools paid a nominal charge. This project has now folded due to lack of funding.

3.5 FEELING LOW ... FEELING HIGH...!? - Stop Gap Theatre

Feeling Low, Feeling High is an interactive programme that explores a range of issues including personal safety, emotional health, peer pressure, bullying and substance use and misuse. The programme has a two-week rehearsal period followed by a five-week tour; the programme runs three times each day in each school – two groups of pupils, one in the morning and another in the afternoon followed by an evening session for parents. The company works with four schools each week, giving a total of twenty schools.

There is a pre-performance workshop to introduce the idea of community and to reflect on the behaviour of individuals within a community. It also facilitates an assessment of the level of knowledge of the pupils and to provide an opportunity for a relationship between the pupils and one of the actors. This also enables the actors to demonstrate to the pupils that the format of the project is very different to their normal learning experiences in school.

This is followed by the performance the follows the central character, Boy, and his friends, Big and Small, throughout a school day. Other characters include two teachers, Girl and Mum. During the course of the day Boy takes a substance.

In the post performance workshop pupils are given the opportunity to discuss the decisions and actions taken by all the characters and to re-enact parts of the drama using alternative scenarios.

Area of Work		
Primary schools	√	Years 5 and 6
Secondary schools	No	
Training for adults – teachers etc.	√	Teachers inset day prior to work in school. It is a mandatory requirement that a teacher attends the inset day. There is also a session for parents
Staffing		
Do staff have professional qualifications to work with young people?	No	All are professionally trained actors
Does the organisation provide specific training?	√	
a) To work with young people	No	However most of the actors are experienced in Theatre in Education. There is training during the rehearsal period in Workshop Delivery and Stop Gap Theatre works within the guidelines laid down by the Independent theatre Council

b) On the programme to be delivered	√	Additional training in forum Theatre is provided for those who have not worked in this way before. There is also a training session on drugs misuse and the implications for this age group of young people provided by Health Promotion or MANDATE at the start of the season
c) On diversity	No	There is a Diversity Policy but there is no overt or formal training for the actors
Is the training accredited?	No	
Are there opportunities for professional development within your organisation?		This has been possible because of the longevity of the project in schools – actors have become directors and managers of tours of the project – however this happened in a fortuitous rather than in a structured and planned manner
Are staff CRB checked?	√	
Quality Control		
How does the organisation assess quality of delivery?		The organiser attends a performance in every school once – observation of the reaction, response and behaviour of the pupils, immediate verbal feedback from pupils, staff and the company. There is also show report from the company manager that will include comments on anything that went well, anything that presented problems and any incidents that seemed odd
Risk Assessment		
Does your organisation carry out a risk assessment?	√	The company manager will always carry out a physical risk assessment. Additionally at teachers inset day teachers are asked to highlight anything that could be an issue within school or for individual children
Delivery of Sessions		
How many sessions does your organisation deliver to each group?	One	This is a three-part session – pre-performance workshop, performance followed by a post performance workshop
How long does each session last?		Pre-performance – 35 minutes, performance – 30 minutes, post-performance workshop –one hour so approximately two hours in total
Do you have a qualified teacher in the room at every session?	√	
Independent Evaluation		
Have you had your work independently evaluated?	√	Carried out by Southampton University (funded by SC SC Johnson Wax). A longitudinal study to assess how much knowledge pupils carried into secondary schools has also been undertaken

Access to schools

Originally, in 1996, the project was commissioned by MANDATE and funded by SC Johnson Wax with MANDATE managing the schools liaison of the project. Most recently Feeling Low, Feeling High has been commissioned by Four S.

Decisions on classroom presentation

Initially there was an in-depth research and development period with children, staff and parents of three Surrey primary schools, the police, health promotion, education and people from SC Johnson Wax. This research led to the development of the programme. The programme has been continuously developed over the nine years of the projects existence.

Mechanisms for delivery

The three sections of the programme are interactive and designed to encourage the pupils to think critically about the situations presented in the performance. Opportunities to practice decision-making are presented in the forum section of the workshop and 'hot seating' allows the children to question the characters about their behaviour, relationships, etc. and these form important parts of the post-performance workshop.

Participant evaluation

An A3 size sheet was designed for pupils to use words or pictures to record their responses without the assistance of an adult. There are questions about enjoyment of the drama and workshop, whether the pupils have ever felt like any of the characters, why Boy felt low and what they would have done if they had been in Boy's position, alternative ways of making themselves feel better and who they might speak to if they did feel like Boy. They are also asked for one thing they have learnt from the programme. Originally these evaluations were sent on to Health Promotion, later they were sent to the MANDATE Co-ordinator. School governors, teachers, parents, and other adults present, complete a formal evaluation form that focuses on the relevance and effectiveness of the programme.

Links with other relevant organisations in Surrey

This project has been commissioned by both the DAAT through MANDATE and through Four S so there are well-established links with other organisations in Surrey.

Funding

This project has been funded from various sources over the years. Originally sponsored by SC Johnson Wax, then funded through MANDATE by specific grant funding. In one borough Community Safety funding was used to provide an additional week of performances. At the time of the interview it was last in schools in Spring 2005 and

currently there is no identified funding available to commission any further performances.

Costs are £32,000 per 25 primary schools.

3.6 LEARNING THROUGH ACTION (LTA)

The Learning Through Action secondary school programmes build on the work done in primary schools¹⁵ with further work on making informed choices about behaviour in personal relationships, bullying including sessions on diversity and discrimination, and further work on drugs and alcohol use and misuse. LTA currently works with 6 Pupil Referral Units and 6 Secondary Schools in Surrey.

Area of Work		
Primary schools	No	Not in Surrey
Secondary schools	√	All years
LTA also works with PRUs and young offenders	√	
Training for adults – teachers etc.	√	
Staffing		
Do staff have professional qualifications to work with young people?	√	All except one are qualified teachers with a drama qualification – also intensively trained gap-year students (with A-level drama)
Does the organisation provide specific training?		
a) To work with young people		
b) On the programme to be delivered	√	
c) On diversity		Respect and responsibilities is included in the Citizenship Programme
Is the training accredited?	Yes and No	There was a full-time one-year LTA Diploma course (Reading University) for seconded teachers. Intensive training for the gap-year students, though not accredited, is provided by LTA staff who completed the diploma course.
Are there opportunities for professional development within your organisation?	√	Full-time workers are encouraged to go on courses to further their professional development (finance permitting).
Are staff CRB checked?	√	

¹⁵ The Learning Through Action primary school programme focuses on the individual actions of pupils, the potential consequences and their personal responsibilities. There is work on bullying, self-esteem, listening, relationships with peers and families, personal hygiene, safety, healthy eating, substance misuse, understanding puberty and preparation for moving on to secondary school. LTA also provides curriculum (Living History and Literacy) lesson support projects for KS1 & 2

Risk Assessment		
Does your organisation carry out a risk assessment?	√	
Delivery of Sessions		
How many sessions does your organisation deliver to each group?		This varies according to numbers.
How long does each session last?	One and half to two hours.	
Do you have a qualified teacher in the room at every session?	√	
Evaluation		
Have you had your work independently evaluated?	√	The Gulbenkian Foundation and Oxford Brookes University have evaluated the work although not recently.

Access to schools

There are a number of ways in which LTA is contracted to work in schools. In Surrey LTA has contracts with Connexions and Four S to work with schools. Schools also approach the organisation and at times LTA will be very proactive in marketing its services.

Decisions on classroom presentation

LTA has a range of programmes but there is telephone liaison with schools prior to the sessions. During this liaison schools identify any particular issues that need addressing in addition to the programme. The programme is then specifically tailored to the needs of the school and sent to them so that they are able to check that it meets these needs. The programme adheres to the county guidelines.

Mechanisms for delivery

Learning Through Action uses a variety of interactive strategies; these include drama workshops, role-play and simulation, 'hot seating', story telling with appropriate 'props' and artifacts, and visual material to generate discussion and research by small groups of pupils.

Participant evaluation

LTA staff provide written reports for each school. Teaching staff also complete evaluation forms. There is no formal evaluation process for pupils in Surrey. (Connexions encourages student feedback.)

Links with other relevant organisations in Surrey

LTA has links with Connexions, Four S, and Global Grants. There are no links with MANDATE.

Funding

Funding comes from a number of sources for LTA to work in Surrey including Connexions and Four S; there is also some grant funding.

3.7 LIFE EDUCATION CENTRES (LEC)

There are three LECs in Surrey, one in east Surrey, one in west Surrey and another that is dedicated to Woking. The Life Education Centre is a mobile classroom that is towed to school and parked in a convenient spot in the school car park or playground area. The trailer is equipped with a variety of visual aids (DVD player, a three dimensional anatomical model of the human body, etc.). The pupils sit on the floor for the lesson.

LEC works with classes from nursery age to year 6. The programme initially focuses on the body and it's needs and making healthy choices. So children learn about the need for sleep, exercise, healthy eating, personal hygiene, and managing feelings. This is then built on by introducing ideas about what you put into your body and the effects of this on the body. Drugs education starts with safety with medicines, then moves on to more specific work on alcohol and tobacco and finally introduces other drugs. In year 5 there is work on alcohol and tobacco with opportunities to practice decision-making and skills to resist to peer pressure and to deal with confrontational situations. In year 6 there is more work on the body, alcohol use; they examine the broader effects of peer dynamics and the development of decision-making skills is revisited. In Years 7 and 8 the programme looks at the effects of drugs on the brain and continues with skills development.

Area of Work		
Primary schools	√	There are a series of programmes designed for all years from Nursery to Year 6 in primary schools. Several years ago the LEC programmes were rewritten to ensure that they were in line with the National Curriculum and the key stages.
Secondary schools	√	LEC also have programmes for years 7 and 8 in secondary schools. There are few requests for this but this year they have been delivered in Surrey schools.
Training for adults – teachers etc.	√	LEC will deliver sessions to introduce parents to the programme prior to their children experiencing the LEC programme. This is a ‘walk through’ session – parents look at the facilities and audio visual aids of the LEC programme and discuss lesson content. There are also twilight sessions (on request) on specific issues for parents – emphasizing the role of parents and the protective factors they can put in place. There have also been twilight sessions for teachers on drugs awareness and some assistance with policy development.

Staffing		
Do staff have professional qualifications to work with young people?	√	Qualified teachers deliver LEC programmes.
Does the organisation provide specific training?	√	
a) To work with young people		
b) On the programme to be delivered	√	This is arranged centrally and is included in the induction programme for new LEC staff.
c) On diversity	√	See above. There is specific diversity module.
Is the training accredited?	No	There was a plan to have this accredited by a university as a module for a masters degree. This appears to have foundered.
Are there opportunities for professional development within your organisation?	No	All the LEC staff in Surrey are part-time workers.
Are staff CRB checked?	√	
Quality Control		
How does the organisation assess quality of delivery?		
Risk Assessment		
Does your organisation carry out a risk assessment?	√	
Delivery of Sessions		
How many sessions does your organisation deliver to each group?	One	A spiral curriculum has been developed so the sessions build on each other year on year.
How long does each session last?		Nursery – half-an-hour Reception class – 45 minutes Years 1 to 3 – 1 hour Year 4 – one and a quarter hours Years 5 and 6 – one and a half to two hours.
Do you have a qualified teacher in the room at every session?	√	
Independent Evaluation		
Have you had your work independently evaluated?	√	The work has been evaluated at a national level but not in Surrey. For more information go to www.lifeeducation.org.uk

Access to schools

LEC has a history of working with schools in Surrey. There are three LEC mobile classrooms in Surrey, one is dedicated to the Woking area and the two others work in East And West Surrey respectively. A letter goes out to schools at the beginning of the academic year, and then schools approach LEC to make bookings.

Decisions on classroom presentation

All the programmes were redeveloped between eighteen months and two years ago. This involved national research and drew on the findings from international research. All LEC educators were involved together with experts in various fields (educational psychologists, theatre in education – drama, role play, forum theatre etc.) to consult on the programmes and the best mechanisms for delivery.

The programmes are designed to meet the requirements of the national curriculum and takes current research findings into account. However there is some flexibility and the LEC presenter meets with the school staff prior to working with the pupils to brief the teachers on LEC and how it works and to identify any specific issues that need to be addressed. A needs led approach is adopted for special schools so the programme is tailored for the specific group.

Mechanisms for delivery

It is an interactive session using a mix of media. Pupils are encouraged to participate through being able to tell what they know, by answering questions, and there is an opportunity to ‘hot seat’ to practice analysis of situations and decision making skills.

Participant evaluation

End of session evaluation forms are completed by the PSHE co-ordinator and the class teacher. The questions refer to the educator’s teaching style, questions used, children’s understanding, and suitability for the children, impact on the children, programme content, presentation and audio-visuals. It asks about the usefulness of the pre-visit work, about the components that had the greatest and the least impact on the children, what they learnt and what was confusing for them. The form also has a question about whether there were any changes in attitude about health and drugs following the LEC lesson.

Links with other relevant organisations in Surrey

Previously LEC has been represented at MANDATE however the current educator had no knowledge of the group. As a part-time worker the educator I interviewed was employed to work in the classroom. There is no ‘LEC office’ in Surrey so there is no time to develop and maintain contacts with other organisations in Surrey.

Funding

The Rotary Club funds the LEC mobile classrooms. Woking Borough Council has funded the LEC educators for a period of three years to work with schools in the Woking area. LEC is a charitable Trust and the two LECs in east and west Surrey charge the schools for the sessions. The mechanism for charging changed recently from charging per pupil to charging per day. Currently the charge is £320 per day. For special schools with only seven or eight pupils per class this has resulted in LEC becoming very much more expensive. Some schools have been funded to receive LEC through Community Safety Funding.

3.8 NATURAL HIGH

This is a pop music focused presentation led by David Graham with a high level of audience participation. Pupils are actively encouraged to take part in quizzes and competitions. A number of messages are included in the performance - crime prevention, personal safety, drug and alcohol use, and healthy lifestyles. National Helpline numbers – Frank, Childline and Crime Stoppers - are given prominence.

Area of Work		
Primary schools	√	
Secondary schools	√	Usually for Year 7
Training for adults – teachers etc.	No	
Staffing		
Do staff have professional qualifications to work with young people?	No	
Does the organisation provide specific training?	No	
a) To work with young people		
b) On the programme to be delivered		
c) On diversity		
Is the training accredited?		
Are there opportunities for professional development within your organisation?	No	
Are staff CRB checked?	√	
Quality Control		
How does the organisation assess quality of delivery?		
Risk Assessment		
Does your organisation carry out a risk assessment?	No	
Delivery of Sessions		
How many sessions does your organisation deliver to each group?		One
How long does each session last?		One and a half hours
Do you have a qualified teacher in the room at every session?	√	

Independent Evaluation		
Have you had your work independently evaluated?	No	

Access to schools

The Natural High Tour is organised by Surrey Police Youth Affairs Officers. This year the tour was in Surrey for two weeks and visited primary, secondary and private schools in the area.

Decisions on classroom presentation

This is a programme that is designed and delivered by David Graham with support from Surrey Police.

Mechanisms for delivery

It is a professional show type of event that involves audience participation both the audience as a whole and uses individuals as volunteers. It is a lively, engaging experience for the young people.

Participant evaluation

There is no opportunity for the pupils to evaluate the event but school staff and other adults are asked to complete an evaluation sheet at the end of the performance.

Links with other relevant organisations in Surrey

Apart from the police there are no links with other organisations.

Funding

Some sponsorship funding has been raised from local companies by the police officer to support Natural High. The programme is also funded by local district or borough councils, possibly from Community Safety Funding.

3.9 The RIDE Foundation

The RIDE Foundation does not work with young people in any setting. The RIDE Foundation produces a series of flexible Lifeskills, Drug Awareness and Citizenship programmes and makes them available to schools throughout the UK. An age appropriate spiral curriculum has been developed to progressively build on skills and knowledge.

- RIDE 500 a four lesson programme for Year 3 (7 year olds) - Being healthy, helpful, safe and happy
- RIDE 1000 a seven lesson programme for Year 5 (9 year olds) – Keeping a healthy body, we all use drugs, nicotine and solvents, alcohol, pressure from friends and advertising, rules, rights and responsibilities, and helping myself and my friends
- RIDE 2000 a thirteen lesson programme for Year 7 (11 year olds) – personal safety, medicinal drugs and their use, illegal drugs and their misuse, risks and consequences, dealing with emergencies, peer influence and peer pressure, the media and advertising, choices and alternatives, recognising and dealing with stress, self-esteem, assertiveness, and rights and responsibilities
- RIDE 3000 a seven lesson programme for Year 9 (13 year olds) – keeping safe, peer influence, alcohol and smoking, solvents, drugs, cannabis, and drink spiking

Programmes are written to National Guidelines, endorsed by OFSTED and approved by Police Forces. Material is regularly updated in response to new guidelines, most recently in conjunction with Education and Health Promotion Authorities in Surrey and Hertfordshire. Whilst RIDE programmes have been designed to be taught by the teacher, involvement by others, such as the school nurse and a police officer, in those lessons where they bring specific experience and authority, can emphasise the lessons' messages. Parents become involved through homework after each lesson and local companies and organisations are invited to sponsor Students' Workbooks (From the RIDE Foundation Homepage – see contact details at Annex 2). RIDE 1000 and RIDE 2000 are currently being reviewed and revised. The new versions will be launched in the summer of 2006. All materials are kept under review.

The RIDE Foundation provides the materials for the RIDE programme and runs workshop sessions once or twice a year to train teachers to deliver the programme. These workshops also include updates from the police on current legislation, educationalists on developments in education, and from a Health Promotion specialist.

The RIDE programme is delivered in each of the eleven districts and boroughs in Surrey. 108 primary schools, 19 secondary schools, 29 private schools and 6 special schools use the programme.

Area of Work		
Primary schools		Not applicable
Secondary schools		Not applicable
Training for adults – teachers etc.		The RIDE programme is delivered to teachers and other adults who will be responsible for delivering the programme in schools.
Staffing		
Do staff have professional qualifications to work with young people?		Not applicable.
Does the organisation provide specific training?		This, together with the production of curriculum materials, is the prime focus of the RIDE foundation.
a) To work with young people		Not applicable
b) On the programme to be delivered	√	
c) On diversity	No	There is nothing specific but it is implicit in some of the lessons.
Is the training accredited?	No	
Are there opportunities for professional development within your organisation?		Not applicable
Are staff CRB checked?		Not applicable
Quality Control		
How does the organisation assess quality of delivery?		Not applicable
Risk Assessment		
Does your organisation carry out a risk assessment?		Not applicable
Delivery of Sessions		
How many sessions does your organisation deliver to each group?		Not applicable
How long does each session last?		Not applicable
Do you have a qualified teacher in the room at every session?		Not applicable
Independent Evaluation		
Have you had your work independently evaluated?	Yes	The Metropolitan Police funded an independent evaluation.

Access to schools

RIDE was developed in Surrey circa 1994 so there is now a long history of the RIDE programme being delivered in Surrey schools. Schools are responsible for the major part of the delivery of the RIDE programme with support from the police, and health promotion specialists. Teachers and other professionals receive training from the RIDE Foundation.

Decisions on classroom presentation

The programmes have been developed collaboratively with Four S, Surrey Police, Health Promotion, and the Drug and Alcohol Action Team. Parents and children have also been involved in the planning and development of the programmes. The programmes meet the criteria laid down in the National Curriculum Guidance and the Surrey Drug and Alcohol Guidelines.

Mechanisms for delivery

A variety of methods are built into the programme so teachers are able to select an appropriate teaching technique for the class and the time allocation for the lesson; methods include collaborative classroom group work, games, quizzes, discussion, some discursive lessons, role-play, forum theatre, and drama. With the younger age groups parents are actively involved in the work through the homework projects.

Participant evaluation

Schools have provided feedback to the RIDE Foundation on their experiences of the programme. The RIDE Foundation conducted focus groups with some pupils who had been through RIDE 1000 and RIDE 2000 in the previous year to assess how much they remembered of the programmes. One secondary school has registered that there is a real difference in the level of skills and knowledge between the pupils who have experienced RIDE 1000 and those who have not. The school has requested the feeder schools to incorporate the programme into the primary curriculum.

Links with other relevant organisations in Surrey

Other organisations are involved in the development and delivery of the RIDE programme. The RIDE Foundation is a member of MANDATE.

Funding

The funding comes from a variety of sources. Some of the Surrey District and Borough Councils use Community Safety monies to fund RIDE, some schools are funded through the Parent Teacher Associations and some individual schools are able to furnish the necessary funding. There is no guaranteed source of funding; in the past funding has been provided by a variety of organisations including the Masons, the Round Table, and

American Express. The Milly Fund is currently funding the work for Elmbridge. Basic running costs are generated through the sale of the materials.

3.10 RIDE (lessons led by Police Youth Affairs Officer)

RIDE is a programme of seven lessons – the teacher in school teaches five or six of these lessons and the Police Youth Affairs Officer delivers the remainder. One of these will be a drugs focused lesson with information on legal and illegal drugs (including tobacco and alcohol). Pupils are shown the drugs and they are told about their effects on the body and the potential consequences. There is also a talk about Rules, Rights and Responsibilities – this is to reinforce the concept that consequences follow as a result of actions and that each individual has responsibilities. There are 80 schools in Reigate and Banstead and Tandridge areas and the Police Youth Affairs officers have some involvement in all schools. The Ride programme is delivered in forty-six primary schools.

Area of Work		
Primary schools	√	Years 5 and 6
Secondary schools	No	
Training for adults – teachers, parents etc.		The police make presentations to introduce the drugs education programme and to provide basic drugs information at primary school parents’ evenings.
Staffing		
Do staff have professional qualifications to work with young people?	No	
Does the organisation provide specific training?	No	
a) To work with young people		
b) On the programme to be delivered		
c) On diversity		
Is the training accredited?		
Are there opportunities for professional development within your organisation?	No	
How does the organisation assess quality of delivery?		
Are staff CRB checked?	√	
Does your organisation carry out a risk assessment?		Not when the session is delivered in a classroom setting

Delivery of Sessions		
How many sessions does your organisation deliver to each group?		One or two depending on how many of the seven sessions are delivered by the teachers.
How long does each session last?		Approximately one hour.
Do you have a qualified teacher in the room at every session?	√	
Evaluation		
Have you had your work independently evaluated?	No	

Access to schools

There is a history of this programme being delivered in schools by the police but this has been further built up over the years.

Decisions on classroom presentation

RIDE is a set programme but schools will identify any additional issues that need to be addressed and these will be dealt with in addition to the RIDE programme. The police will do lessons on a range of issues including drugs and alcohol, personal safety and stranger danger, theft, bullying and vandalism.

Mechanisms for delivery

A question and answer approach is adopted to encourage pupil participation.

Participant evaluation

Generally there is no formal evaluation process. However the teacher with responsibility for PSHE in the Warwick School carried out an evaluation and gave the results to PC Steve Carey.

Independent evaluation

Four S has had some input into the programme in schools but there has been no formal independent evaluation in Surrey.

Links with other relevant organisations in Surrey

Surrey Police Youth Affairs Officers work with other organisations involved in drugs education (Natural High, Ride and Guildford Flames), and with Surrey Education Service, Connexions and the Youth Development Service.

Funding

Some sponsorship funding has been raised from local companies by the police officer to support RIDE and Natural High. Police time is funded by Surrey Police.

3.11 UNTOUCHED - Crimestoppers

This is a professional performance by a girl band called ‘Untouched’. The performance is interactive with a lot of audience participation. The main purpose of the performance is to advertise the telephone number, familiarize young people with the Crimestoppers service and encourage them to use the number to reduce crime locally. **Crimestoppers do not consider this to be a drugs education programme although it does touch on drug use.** It also features bullying and anti-social behaviour. A work pack for young people entitled Me, Myself and I, is provided to schools to assist teachers to continue with work on these themes.

Area of Work		
Primary schools	√	Years 5 and 6
Secondary schools	√	Years 7 and 8
Training for adults – teachers etc.	No	
Staffing		
Do staff have professional qualifications to work with young people?	No	
Does the organisation provide specific training?		
a) To work with young people		
b) On the programme to be delivered	√	The girls in the band receive training on delivery and on the messages that Crimestoppers want to get across to the young people
c) On diversity	No	
Is the training accredited?	No	
Are there opportunities for professional development within your organisation?	No	
Are staff CRB checked?	√	
Quality Control		
How does the organisation assess quality of delivery?		A representative from Crimestoppers and the local Police Youth Affairs Officer attends every performance
Risk Assessment		
Does your organisation carry out a risk assessment?	Yes	Details of the layout of the hall etc. are sent to Crimestoppers prior to the performance
Delivery of Sessions		
How many sessions does your organisation deliver to each group?		One to each group
How long does each session		One-and-a-quarter hours

last?		
Do you have a qualified teacher in the room at every session?	√	
Independent Evaluation		
Have you had your work independently evaluated?	No	

Access to schools

‘Untouched’ has now been available to schools for three years and there is a history of the band working with a number of schools in Surrey. Where this is the case the individual schools contact Crimestoppers to arrange for the performance to take place. In other instances schools are contacted by the local police youth Affairs officer or by the local district or borough council. A detailed package is sent to schools prior to the performance

Decisions on classroom presentation

Initially the Crimestoppers Youth Project Co-ordinator developed the programme. This involved reference to local research and consultation with local professionals.

Mechanisms for delivery

This is a music focused professional performance that encourages audience participation through the use of question and answer, quizzes, etc.

Participant evaluation

There is an evaluation form for young people to complete that includes questions on their age and gender, the quality of the presentation and whether it gave them any new knowledge. It also asks if they had heard of Crimestoppers, and if they had had any drugs education or been a victim of crime. Teachers also complete an evaluation form that is then sent to the Crimestoppers head office. The form focuses on the adequacy of the pre-presentation materials, the quality of the presentation, whether it fitted well with the Citizenship and PSHE curriculum and whether any further materials would be a useful resource.

Links with other relevant organisations in Surrey

Apart from the links with the Surrey Police Youth Affairs Officers and the local district or borough councils there are no links with any other relevant organisations in Surrey.

Funding

Generally local district or borough councils, probably from Community Safety funding, fund the programme.

3.12 Wasted – Theatre ADAD

The programme starts with a play entitled Wasted that presents characters in a number of situations to stimulate discussion and pose problems. This is followed by a workshop that is interactive and developed from the scenarios in the play. Exercises are included to assess the pupils’ levels of knowledge and attitudes to drugs use and the material is adapted to appropriately meet their needs. Forum theatre and ‘hot’ seating is used for young people to question and analyse the behaviour of the characters and develop alternative outcomes. The programme looks at alcohol, tobacco and drugs and developing life skills. There is a focus on consequences of their actions and personal responsibility. A resource pack with suggested follow-up lesson plans is available for teachers.

Theatre ADAD is currently working with between 15 and 20 schools across Surrey in Ash, Esher, Dorking, Woking, Epsom, Farnham, Guildford, and Godalming.

Theatre ADAD also has a programme on relationships ‘Behind Closed Doors’ that has been delivered in surrey schools.

Area of Work		
Primary schools	√	Year 6 – in exceptional circumstances with Year 5 where years 5 and 6 are taught together and the school assesses that the programme is appropriate
Secondary schools	√	Year 7 or 8 –sometimes with Year 9 where the school assesses that the programme for the pupils
Training for adults – teachers etc.	√	There is an inset session for teaching staff after the drama and workshop – the focus of this varies according to the needs of the teaching staff – drugs information or a skills development session (discussion skills, drama skills) or both - to enable better use of the resources that accompany the programme
Staffing		
Do staff have professional qualifications to work with young people?	No	All staff are professional actors with skills in workshop facilitation *
Does the organisation provide specific training?		
a) To work with young people	√	This training in workshop skills is informal to enable competent actors to work with young people
b) On the programme to be delivered	√	All participants are thoroughly briefed on the programme

c) On diversity		Nothing formal but diversity is an important issue for the company
Is the training accredited?	No	
Are there opportunities for professional development within your organisation?	No	Working with Theatre ADAD does equip staff with a range of skills that enables them to
Are staff CRB checked?		Not 100% of the time but they are recruited from reliable sources
Quality Control		
How does the organisation assess quality of delivery?		Every touring company is comprised of three people and a tour manager. The tour manager is responsible for delivering the programme to an acceptable standard. Company management team members very frequently attend the delivery of the programme and the workshop that follows the drama presentation. There is always a post programme debrief
Risk Assessment		
Does your organisation carry out a risk assessment?	√	
Delivery of Sessions		
How many sessions does your organisation deliver to each group?	One	Theatre ADAD works with between sixty and eighty children in each session
How long does each session last?	2 hours	The drama lasts for 30 minutes followed by a ninety minute workshop
Do you have a qualified teacher in the room at every session?	√	
Independent Evaluation		
Have you had your work independently evaluated?	√	The work of Theatre ADAD in Westminster was evaluated by Educari in 2003

* Neill Kirkham reported that there had previously been an accredited course Community Theatre Arts run by Rose Bruford in southeast London that taught workshop facilitation and teaching skills but this was no longer available.

Access to schools

Four S invites schools to receive the programme and the County Council through Four S provides some of the funding. Theatre ADAD then approaches the schools offering the programme and the schools decide whether they want to take up the offer.

Decisions on classroom presentation

The programme was originally designed and developed from research findings and through discussion and consultation with schools and education advisors.

Mechanisms for delivery

The programme is interactive and uses drama, forum theatre, 'hot' seating, question and answer and discussion.

Participant evaluation

A short questionnaire is delivered by class teacher to whole class to assess whether the young people have learnt anything new, whether they enjoyed the programme, whether there are enhanced perceptions of danger, and is there an increase in confidence in decision-making.

Links with other relevant organisations in Surrey

Theatre ADAD has links with Four S. There was no knowledge of MANDATE and the organisation had not received a copy of the Surrey Drug and Alcohol Education Guidelines.

Funding

The County Council through Four S subsidises the programme and the schools make a contribution.

3.13 YOUTH DEVELOPMENT SERVICE (YDS)

The YDS provides sessions to secondary schools based on the Surrey Drug and Alcohol Education Guidelines that focus on life skills and includes work on relationships, drugs, alcohol and tobacco. It aims to provide added value by providing a service that cannot be delivered by teachers. However most of the sessions provided by the YDS are delivered on an ad hoc basis rather than as a regular annually negotiated arrangement. Currently there is no central mechanism for recording how many drugs education sessions (or any detail relating to year groups, programme content or methods) that Surrey YDS provides to Surrey schools. The YDS is often called in to schools to deliver a session in response to an incident.

Area of Work		
Primary schools		The YDS is involved in a small number of primary school initiatives for the transition from year 6 to year 7. This work, although not developed around a drugs education brief, will address the issues where they are encountered
Secondary schools	√	Years 7 to 11
Special schools (EBD) and PRUs	√	
Training for adults – teachers etc.	√	The service provides training packages for youth workers before they are allowed into school. The YDS also provides inputs into parents evenings
Staffing		
Do staff have professional qualifications to work with young people?	√	They are all professionally qualified youth workers, either at NVQ3 or Level 4
Does the organisation provide specific training?	√	
a) To work with young people	√	
b) On the programme to be delivered	√	There is a two stage drugs awareness training and a half day training on drugs education in the classroom
c) On diversity	√	Diversity is an aspect of the professional training mentioned above, and additional training is planned for this year
Is the training accredited?		
Are there opportunities for professional development within your organisation?	√	The Youth Development Service has its own Staff Development Policy, which outlines the principles and practical processes of our professional development
Are staff CRB checked?	√	

Quality Control		
How does the organisation assess quality of delivery?		A youth development officer is present at planning sessions (see below – Access to schools)
Risk Assessment		
Does your organisation carry out a risk assessment?	√	There is a check on the premises and on the young people. Teaching staff also identify vulnerable children
Delivery of Sessions		
How many sessions does your organisation deliver to each group?	One	
How long does each session last?		This varies according to the time allocated by the school
Do you have a qualified teacher in the room at every session?	√	
Independent Evaluation		
Have you had your work independently evaluated?	No	

Access to schools

Schools contact the Youth Development Service or the local Youth Development Officer to arrange for the Youth Development Service to deliver a drugs education session in the school. Some of these sessions are reactive in response to an incident; others are designed to fit into the school's planned drugs education programme. Two representatives from the YDS (one will be the local Youth Development Officer) will then attend a meeting at the school to review what has previously been presented in drugs education and discuss what the school wants and what would be appropriate to cover in the session.

Decisions on classroom presentation

The programmes are modelled on the spiral curriculum in the Surrey Drug and Alcohol Education Guidelines (pages 13 to 20). Activities are developed to meet the knowledge and understanding, skills, attitudes and values, and possible learning experiences as identified.

Mechanisms for delivery

A variety of interactive methods are used – quizzes, question and answer sessions, and games.

Participant evaluation

Schools carry out their own evaluation of the sessions with the pupils. Schools complete a form provided by YDS. The form uses a rating of 1 to 10 (with 10 being excellent) for questions that ask about: timeliness and quality of response from initial contact with the Youth Development Service, the quality and style of delivery of the session, how well session content met the requirements of the school, the quality and relevance of handouts, and how the programme enhanced and complemented the drug education or PSHE programme.

Links with other relevant organisations in Surrey

The Youth Development Service is a member of MANDATE and works with many of the organisations that are MANDATE members.

Funding

This service is funded through the Surrey Youth Development Service.

4 OBSERVATIONS

The purpose of this research was to assess whether external organisations contributing to drugs education in Surrey schools meet the criteria for good practice that have emerged from international and national research.

During the research it became clear that some of the agencies were unaware of the role of the DAAT in relation to drugs education. This is likely to have been due to vacancy in the Drug/Alcohol Education Coordinator Post.

4.1 EFFECTIVE PRACTICE CRITERIA

4.1.1 **Research driven** - school lessons based upon research evidence on effective drug education

Encounter and Feeling Low...Feeling High...!?, Learning Through Action, Life Education Centres, RIDE Foundation, Wasted, and the Youth Development Service made reference to international and other research underpinning their programmes. These organisations have developed programmes that satisfy most of the recommendations for effective drugs education. This finding is a very positive outcome from this research.

4.1.2 **Developmentally appropriate** - methods and materials appropriate to the age and physical, social, intellectual and emotional development of young people

From the research findings it would appear that most programmes have been developed with due consideration for the age and ability of the children. Most of the organisations have a long history of working with schools in Surrey and the materials have been thoroughly tested over the years. This reflects positively on the close working relationships that have developed over time between the agencies and the specific schools with which they work.

4.1.3 **Broad skills base** – activities that develop critical analysis, self-awareness and decision making skills

All of the organisations, with the exceptions of Natural High and Untouched, include activities that provide opportunities for pupils to develop analytical and decision-making skills, to practice being assertive and think about their behaviour and that of others. This is a positive finding; most agencies provide contributions to drugs education that encourages critical thought and reflection in young people.

4.1.4 **Social resistance skills** – activities to develop self-confidence, self-esteem and skills to resist pressure

Encounter, Feeling Low...Feeling High...!?, Learning Through Action, Life Education Centres, RIDE foundation, Wasted, and the Youth Development include work on

assertiveness and resisting pressure from peers and others. This is another very positive finding from the research.

4.1.5 Normative education - demonstrate 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 research highlighted the fact that none of the organisations promote the view that drug taking is not as widespread as portrayed in the media. They focus more on prevention through encouraging the development of knowledge-based decision-making skills and raising levels of self-confidence, self-esteem and assertiveness to resist to pressure from peers and others. However this type of approach may include more subtle versions of normative approaches.

Normative education should be a key part of school drugs education programmes whether delivered by teachers or external agencies. External agencies should include normative education in their programmes to ensure delivery of these learning outcomes.

5.1.6 Interactive teaching styles - active engagement of young people

All of the organisations use a variety of interactive methods within each session – question and answer, role play, ‘hot seating’, forum theatre, interactive games, discussion and debate. This, again, is an encouraging research finding.

However, there is a caveat. Three organisations work with very large groups in a school hall or similar; interactive methods are used but the scale of the ‘event’ makes it more difficult to engage individual pupils in a way that is meaningful. The presentations by Drugfreeze, Natural High, and Untouched are given to large audiences of young people; the value of these ‘events’ to individual young people will depend very largely on the way the schools incorporate the ‘events’ into the wider school drugs education programmes.

5.1.7 Teacher training

RIDE is unique among the organisations that are the subject of this report. The RIDE Foundation does not actually deliver any face-to-face drugs education in schools. The RIDE Foundation has two functions; the first is to develop the RIDE programmes, the second is to provide training for teachers and other adults to enable delivery of the RIDE programme in schools.

Encounter, Feeling Low...Feeling High...!?, Learning Through Action, Life Education Centres, RIDE Foundation, Wasted, and the Youth Development Service put on workshops for teachers either before or after the sessions for pupils. These workshops may be related to the programme (see Section 3, Findings) or they may be Drugs Awareness Sessions. Some organisations assist schools with the development of the

Drugs Policy. Drugs Awareness evenings for parents are another area of work for some of these organisations.

Training for the delivery of the programmes reviewed in this report is undertaken by all the organisations; some of this training is accredited. It is commendable that organisations ensure staff members are properly trained to deliver drugs education to young people.

It might be positive that external agencies are involved in drugs awareness training for teachers and training to support teachers and others to deliver drugs education but it is a concern; there can be no county-wide consistency in the philosophy or quality of this training since it is delivered by a number of stand alone agencies. It would be better if external agencies referred schools to Four S when requests were made for training teachers.

5.1.8 Adequate lesson coverage

All of the organisations provide a small part of a larger PSHE curriculum. Generally the time allocation for the visiting organisation is generous. The remit of the research did not include reviewing school drugs education programmes nor how the programme delivered fits within the broader PSHE programme. It is, therefore, not possible to comment on the adequacy of lesson coverage.

5.1.9 Culturally sensitive – have materials checked by experts in cultural sensitivity

The agencies did not show evidence of strong links with organisations working with minority groups, particularly in terms of programme design and development. This is of concern as the credibility and relevancy to the community as a whole is likely to be compromised if drugs education is not culturally sensitive.

This suggests an area of strategic development for drugs education in Surrey which the DAAT would need to take a lead on.

5.1.10 Added components – schools, parents, community, media and health policy

Some of these organisations provide workshops for parents, thus drawing them into the process of drugs education for their children. RIDE is the only organisation that includes health workers and the police in the delivery of specific parts of the RIDE programmes. The RIDE programme for the youngest age group requires parents to sign off their child's workbook. Feeling Low...Feeling High...!? provides an evening session for parents and the LEC gives parents a taste of the programme in the LEC mobile classroom. Other agencies participate in parents' evenings that have a drugs education focus. These activities engage parents and are commendable. All schools should ensure that the drugs education curriculum includes added components.

5.1.11 Rigorous evaluation - independent evaluation of drugs education programmes

With the exception of Feeling Low... Feeling High...!? and RIDE it is only the large national organisations (LTA and LEC) that have been independently evaluated but most of these evaluations took place quite some time ago. Contracting independent evaluation is problematic – it is both expensive and provides a time specific snap-shot – however it is essential that agencies make good quality contributions to drugs education and this can only be ensured through some form of regular evaluation.

4.2 OTHER KEY ISSUES

The research enquired about other aspects of good practice.

4.2.1 Funding, strategic planning and agency access to schools

These two points are inextricably linked. The fact that the funding for external agencies comes from a number sources and different criteria are used to select the agencies that contribute to drugs education programmes results in a very parochial and piecemeal use of additional resources in Surrey schools.

Funding sources include:

- The eleven CDRPs in Surrey
- Connexions
- The County Council through Four S
- Charities
- Local businesses
- Schools
- Surrey Police Service
- Surrey Youth Development Service

Generating funding is a problem for all the voluntary organisations and it seems to be serendipity whether organisations are contracted to deliver in schools or not. One of the organisations has now ceased to exist because of lack of funding and another had last been contracted to deliver in the Spring Term of 2005. The latter organisation is one that is seen as providing a valuable resource for drugs education by the education advisory service, Four S. (It is important to note that this project requires a higher financial investment than other programmes).

The lack of consistent funding is responsible for the variety of ways that the external organisations access schools – schools approach organisations, organisations approach schools, some are commissioned by the advisory service and some are paid for from budgets available to the local authorities. This contributes significantly to the inability to plan strategically across Surrey schools. There is no strategic planning for drugs education across Surrey schools and there is some duplication with some schools having more than one external agency contributing to the drugs education programme whilst other schools manage the whole of the drugs education programme in-house.

4.2.2 Strategic planning within individual agencies

Most of the organisations plan well in advance to make arrangements with schools. It is common for arrangements for the following academic year to be made at the end of the current session. The majority of agencies appear to have pre-planned programmes that can be adapted to meet any topical needs identified by the schools during the pre-programme preparation sessions.

4.2.3 Role of external organisations

Several agencies reported that they had been assisting schools in the development of drugs policies. This is of concern if the policies developed are not in line with the criteria of the National Healthy School Standard and policy development has been identified as part of the role of Four S, the advisory service. Clarity is needed about the role and remit of external organisations. This need for clarity of role is also pertinent to other issues raised in point 5.1 vii – contributions to parents’ evenings and training teachers to deliver drugs education.

4.2.4 Quality of contributions from external organisations

The research findings indicate that the majority of the organisations contributing to drugs education programmes in schools are delivering appropriate drugs education within wider life skills programmes; they have the potential to enrich the programmes delivered by schools. However, the remit of the research does not extend to a review of school drugs education programmes as a whole so it is not possible to comment on the adequacy of the time allocation or on the quality of the schools programmes to which the external agencies contribute. Two Surrey wide services are causes for concern.

4.2.4 a) Surrey Police Service

The research identified several issues that need to be addressed by Surrey Police Service about the role of Police Youth Affairs Officers. The first is that across the eleven districts and boroughs there should be consistency in the role Police Youth Affairs Officers, particularly in relation to their contribution to drugs education programmes. Secondly, there is no training programme for these officers to equip them to contribute to drugs education in an appropriate and effective manner. If they are to be involved in schools with drugs education programmes there is a need for good quality training to ensure that their contributions are appropriate, in line with the recommendations in the Surrey Drug and Alcohol Education Guidelines, and uniform across Surrey. There is no co-ordination of the contribution provided by Police Youth Affairs Officers and consequently no quality control. Surrey police also contribute to more than one drugs education programme in some primary schools – Drugfreeze and the RIDE programme.

4.2.4 b) Surrey Youth Development Service

The Youth Development Service is not strategically engaged in schools drugs education programmes. The involvement of the Youth Development Service in drugs education appears to be organised on a reactive and ad hoc basis. The researcher understands that the service has not delivered an input into drugs education to any school twice in consecutive years although this fact needs to be verified.

4.2.5 Preparation prior to delivering the programme

All agencies negotiated with schools, either at face-to-face meetings or through telephone conversations, what would be delivered in response to needs identified by the school. Adaptations to set programmes were made as required. This is another very positive finding; it is probable that the agency contribution will form a valuable part of a larger programme where there has been discussion and negotiation of the agency programme content.

5.2.6 Aligning the programme within the PSHE curriculum

All external agencies placed the responsibility with the school for how their contribution would 'fit' of their into the school drugs education curriculum. Schools need to have a thorough understanding of the quality and content of the programmes that agencies offer prior to reaching a stage of negotiation since negotiation happens after agencies have been contracted.

5.2.7 National Healthy School Standard

Whilst the majority of the organisations reviewed were familiar with Surrey Drug and Alcohol Education Guidelines none of the interviewees made any reference to the National Healthy School Standard. This is a cause for concern since a large part of drugs education programmes are delivered within the National Healthy School Standard.

5.2.8 Staff qualifications, training and quality control

The research revealed that most of the organisations have qualified teachers, youth workers or actors delivering the drugs education programmes. Additional training is provided by the organisations to prepare the staff to deliver programme content and to ensure they are skilled in the methods employed. Only Surrey Youth Development Service provided specific training on diversity. All of the organisations with the exception of Surrey Police Service had mechanisms in place to ensure quality control. These are positive findings but agencies other than YDS should consider including staff training on diversity.

5.2.9 Criminal Records Bureau checking

All but one of the organisations confirmed that all members of their staff are CRB checked. Theatre ADAD could not give such an assurance. Again there is evidence of much good practice but every agency needs to be compliant with the requirement for CRB checking of all staff.

5.2.10 Managing disclosures

Each organisation was very clear about how disclosures would be handled. In all instances the procedure was to warn young people prior to disclosure that confidentiality

was not an option and that any information would be passed on to senior staff in school. There appears to be a clear and consistent approach across all of the external contributors. The author cannot comment on how disclosures are handled in practice or on how schools deal with this information, particularly in relation to disclosures about individual substance use.

5 RECOMMENDATIONS

5.1 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.

5.2 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

5.3 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.

5.4 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.

5.5 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.

ANNEX 1

NARRATIVE QUESTIONS

1. How do you organise your sessions with schools?
2. How do you decide on what you present in the classroom?
3. How do you deliver your curriculum?
4. What do you deliver?
5. What is your contact with MANDATE?
6. What other organisations or agencies does your organisation link up with?
7. How do you evaluate the effectiveness of your work?
8. Are there follow up session with schools to determine longer-term effectiveness?

ANNEX 2

CONTACT DETAILS

Organisation
Drug Freeze - Guildford Flames: Nicola Humphries 07708 884440 drugfreeze@guildfordflames.com
Encounters - Hope UK: Alan Earwaker 01737 212662 alanearwaker@ntlworld.com
Drug Education Project, Woking: Su Finch 01932 352680 sufinch@fish.co.uk NB this programme is no longer operational
Feeling Low...Feeling High...!? Stop Gap Theatre: contact Alison Clarke 01428 644331 info@stopgaptheatre.co.uk
Learning Through Action: Annette Cotterill 0870 770 7985 CotterillAnnette@aol.com
Life Education Centres: Mark Fisher 07739 467703 fisher@soundcollective.org
Natural High: Surrey Police Youth Affairs Officers - Tom Campbell (Tandridge) and Steve Carey (Reigate and Banstead) Tel. 01737 386441 or 07967 988922 campbell787@surrey.pnn.police.uk enquiries@naturalhightour.net
RIDE Foundation: Estelle Laybourne 01372 467708 Pauline Sieler pauline.sielier@btopenworld.com homepage.virgin.net/ride.drugeducation
Surrey Police: Youth Affairs Officer Laura Hutt - 01483 482498 9803@surrey.pnn.police.uk
Untouched – Crimestoppers: Angela Hollinshead 01483 472 739 surrey.crimestoppers@ntlworld.com
Wasted - Theatre ADAD: Neill Kirkham 01727 765975 neill.kirkham@ntlworld.com
Youth Development Service: Jim Noton 01932 794057 jim.noton@surreycc.gov.uk
Four S Sarah Lyles, Schools Drugs Advisor, Sarah.lyles@fours.co.uk 01372 834444
DAAT Matt Hayman, Drug/Alcohol Education Coordinator, matthew.hayman@surreydat.nhs.uk 01372 205790 Nick Smith, Young People’s Commissioning Manager, nick.smith@surreydat.nhs.uk 01372 205790