

## Appendix A: Consultation planning framework

**Consultation with** \_\_\_\_\_

**How?** e.g. survey / focus group(s) \_\_\_\_\_

### Consultation stages

	<b>Notes – actions to take, who's responsible, resources needed...</b>	<b>Dates</b>
<b>Planning</b> (including testing any survey with a small group)		
<b>Publicity / recruiting people to take part</b>		
<b>Consultation</b>		
<b>Analysing results</b>		
<b>Reporting back to decision-makers</b>		
<b>Feedback</b> to those consulted and wider school community		
<b>Evaluation</b> - what worked well, what didn't, lessons for next time		

**Resources needed** (for example staff time, volunteer time and money):

## Appendix B: Checklist for reviewing drug education

Criteria	No	Partially	Fully	Evidence	Action needed	Notes
1. Is drug education supported by a whole-school approach?						
2. Have realistic and achievable aims for drug education been set, including development of personal and social skills, knowledge and understanding and exploring attitudes and values?						
3. Have pupils' existing knowledge and understanding been taken into account as a starting point?						Needs assessment tools include 'Jugs and herrings' / draw and write *
4. Does the content include statutory elements of the National Curriculum Science Order and take account of the PSHE and citizenship frameworks?						
5. Has enough time been allocated on the timetable for drug education lessons?						
6. Have specific teaching objectives and learning outcomes been set for each year group/class?						

Criteria	No	Partially	Fully	Evidence	Action needed	Notes
7. Are there clear criteria for selecting drug education resources?						See PSHE Association criteria *
8. Do the resources currently used meet these criteria, cover all the outcomes required and are they up to date?						
9. Is it informed by a knowledge of the evidence base on effective drug education?						See 'Review of the evidence base behind drug prevention' and 'What we can learn from life skills programmes.' *
10. Have links with other curriculum subjects and PSHE components, for example sex and relationship education, been explored?						
11. Does the programme build on previous learning, including liaison between primary and secondary schools to ensure continuity?						
12. Does the curriculum reflect the needs of all pupils, especially those who are vulnerable, have a specific cultural or religious view or have special educational needs?						See DrugScope resources on drug education for specific groups *

Criteria	No	Partially	Fully	Evidence	Action needed	Notes
13. Has the local context been taken into account, e.g. local data, local priorities for drug education						
14. Are there clear principles governing the involvement of external contributors to the drug education curriculum?						See 'Principles for supporting school drug education' *
15. Do teachers understand the importance of establishing ground rules and creating a safe and supportive learning environment?						
16. Is CPD available to all staff teaching drug education?						
17. Is drug education informed by assessment, monitoring and impact evaluation?						See 'Drugs: Guidance for Schools', 2004 *

### Are the following covered in the school drug policy?

- curriculum aims, content and key learning objectives?
- how, when and by whom drug education is taught?
- how teaching methods create a safe and supportive environment, developing pupils' skills, attitudes and values?
- how pupils' needs are identified and met, including those with SEN or other particular needs?
- the role of partner agencies in the drug education curriculum?
- how drug education is assessed, monitored and evaluated?
- specific CPD opportunities for drug education teachers and how learning will be cascaded?

## Appendix C: Drug incident scenarios

### Primary schools

A pupil tells a staff member that there is a syringe in the playground.

A pupil is worried about his older brother smoking cannabis and wants to find out whether this is dangerous without getting him into trouble.

A pupil asks a teacher about injecting drugs, giving the impression she has seen this at home.

On a school trip a parent helper has a cigarette in full view of pupils.

A parent arrives by car to collect their child from school and they smell strongly of alcohol.

A pupil tells a staff member that two friends are acting strangely following the break and that they were seen with a spray can.

A pupil brought in an inhaler without staff knowing, and it has gone missing from his bag.

On the way home, a staff member sees a pupil smoking.

A staff member overhears a pupil discussing a family member who smokes cannabis.

A pupil has been coming in pretending to drink alcohol and acting drunk.

A pupil approaches a teacher to tell them that another pupil has brought drugs in from home.

### Secondary schools

On a residential school trip, some pupils have brought in alcohol and a teacher is called in when one becomes unconscious.

A group of pupils are seen by a teacher hanging out on a Saturday afternoon. At least one of the group is smoking cannabis

Pupils are regularly smoking cigarettes at the bus stop outside school.

A small amount of white powder in a plastic bag is found hidden on school premises

A pupil is thought to be under the influence of drugs during lessons.

A teaching assistant hears rumours that a pupil is bringing drugs into school for other people.

A parent is concerned that their son may be taking drugs and wants someone to talk to.

A pupil tells a school counsellor that they often drink on their own to deal with stress.

A parent is suspected of being under the influence of drugs when on school premises

A pupil discloses a parent, relative or friend is using drugs.

Empty cigarette lighter refills have been found on the school premises, raising suspicions of volatile substance abuse.

## Appendix D: Teacher surveys

### Example survey – all teachers

Pastoral responsibilities \_\_\_\_\_

	Totally agree	Agree	Not Sure	Disagree	Totally disagree
Drugs education in schools is very important.	1	2	3	4	5
Pupils have enough drugs education in school	1	2	3	4	5
I understand the legislation relating to drugs, alcohol, tobacco and young people.	1	2	3	4	5
I understand and support the principles underlying the school's drugs policy.	1	2	3	4	5
If a pupil came to me with a drug-related question, I would be able to answer it.	1	2	3	4	5
If a pupil came to me with a problem related to alcohol or drugs, I would be confident in knowing who to refer them to if I could not deal with it myself.	1	2	3	4	5
I would know what action to take if a pupil disclosed parental alcohol or drug misuse.	1	2	3	4	5
I understand the school's policy on confidentiality and know who to report child protection concerns to.	1	2	3	4	5
I understand the rules on drugs and alcohol on school trips – for both staff and pupils.	1	2	3	4	5
I know what the procedure would be if a parent was under the influence of drugs or alcohol on school premises or when collecting their child.	1	2	3	4	5
I would know what to do if I found a suspected illegal drug on school premises.	1	2	3	4	5
I feel that the school's drugs policy is reflected in practice at this school (?)	1	2	3	4	5

I would be willing to take part in a focus group Y / N

I would like more information on: (circle)

alcohol    illegal drugs    volatile substances    'legal highs'    other \_\_\_\_\_

## Example survey – teachers delivering drug education

The list of topics here spans both primary and secondary drug education – they are intended to be selected and adapted as appropriate.

<b>Topic</b>	<b>I would like better resources to teach this.</b>	<b>I would like training to feel more confident teaching this.</b>	<b>Not applicable</b>
Safe use of medicines			
School rules relating to medicines			
Everyday drugs such as aspirin, tea, coffee, tobacco and alcohol			
Strategies for staying safe or escaping from difficult situations			
What to do on finding risky objects, e.g. used injecting equipment			
Peer pressure (it is ok not to do everything that our friends do)			
Who we can trust			
Health risks of tobacco			
Health risks of alcohol			
Health risks of volatile substances (e.g. gases, aerosols, solvents and petrol)			
That some drugs are legal, others are illegal to have, use or give to others			
The effects drugs have on the workings of our bodies and minds			
School rules regarding alcohol, tobacco and other drugs (including volatile substances and legal highs)			
Practising assertiveness skills			
Financial and social implications of drug use.			
Law on possession and supply of drugs			
Effects of cannabis			
Who might use drugs / alcohol; challenging stereotypes			

Why people use drugs / alcohol and why they might not.			
Understanding influences (peers, media, culture)			
Correcting misperceptions about use and acceptability among peer group and older young people.			
Healthy coping strategies for managing emotions without drugs or alcohol			
Links between drug and alcohol use and depression/mental illness			
Own values / goals and how they influence our decisions			
Alcohol units and harm reduction			
Effects of drugs including amphetamines, cannabis, cocaine, heroin, ecstasy and LSD			
'Legal highs'			
Science of drug use: concepts such as addiction, tolerance, dependence, overdose, withdrawal, adulteration.			
Impacts of alcohol and drug use on relationships, including sexual relationships			
Risk assessment and decision-making			
Where to find accurate information about drugs.			
How to get help if worried about own or others' alcohol or drug use.			
How to deal with an emergency involving drugs or alcohol.			
Consequences of a conviction for drug use			
<b>Additional teaching activities</b>			
Baseline assessment of class's needs for drug education			
Assessing pupils' progress			

## Appendix E: Example questions for pupil survey

### Drug education

This includes learning about drugs which may be illegal, legal (such as alcohol, tobacco and caffeine) or dangerous if misused (for example medicines, or sniffing glue or aerosols).

What was the best thing you did in drug education?

What didn't you find useful?

Do you think that the amount of education you have had about drugs (including alcohol and tobacco) is just right / not enough / too much?

Have you discussed any of the following in school lessons?

	Not at all	A little	A lot
Why people use drugs and alcohol, and why they might choose not to			
Strategies for managing situations where drugs and alcohol are on offer			
How to make decisions about taking risks			
How many young people use drugs and alcohol			
Whether media depictions of young people are accurate			
How alcohol and drug use can affect relationships			

Do you think the information or skills you learnt in drug education have been useful in real life or will be in the future?

What would you like to learn more about?

### Getting help

If you needed information about alcohol or drugs, where would you get it?

If you were worried about someone you knew, where do you think you would go for help?

### School rules on drugs, smoking and alcohol

Did you know that this school has a drug policy?

Do you think this school has clear rules about alcohol / smoking / other drugs (whether legal or illegal and including abuse of glue, aerosols or other substances)?

Do you have any other comments about drug education, school rules or how the school supports people who need help?