



meeting	OVERVIEW AND SCRUTINY COMMITTEE	
date	16 March 2009	agenda item number

Report of the Cabinet Member for Children and Young People's Services

Progress report to the Drugs Education Select Committee

Purpose of report

1. The purpose of this report is to provide the committee with feedback from the Cabinet Member for Children and Young People's Services one year after the publication of the scrutiny report that was taken to Cabinet on 20 February 2008.

Information and advice

Background

2. In 2007, a study group was set up to consider and review the support and delivery of an effective drugs education programme in Nottinghamshire schools – across all key stages but focusing on Key Stages 2 and 3. The Select Committee was to concentrate on examining the content and current curriculum around drugs education, including an examination of the DARE (Drugs Abuse Resistance Education) programme. The study group produced a report on its findings which was presented to Cabinet on 20 February 2008.
3. Cabinet resolved that the report be “That the recommendations of the Drugs Education Select Committee be received and that the appropriate Cabinet Member attends the Overview and Scrutiny Committee to report Cabinet's comments on the report within three months.
4. An action plan was developed and implemented.
5. This monitoring report demonstrates the progress made towards achieving the recommendations of the scrutiny committee. Focusing on targeted and school-wide provision, the report is restricted by its reference to the work of the County Council and does not provide a perspective by the partners involved in developing the response.

Cabinet Member's response

4. The initial report sets out the twelve recommendations based on the findings of the study group. The response of the Cabinet Member to each recommendation is set out below:
 - ***Recommendation 1*** Initiatives should be put in place to engage with parents and carers to encourage them to become involved in the drugs education their child is receiving. Inclusion through parent and carers events, or open days, should be explored. Parents and carers already involved in school activities could possibly be given guidance and used to spread information into the wider community, acting as "peer parents".

Commentary:

The main achievement has been the launch of the Key Stage 2 resource, *Keep On Track*. Parents and carers, teachers and over 1,000 pupils were involved in its preparation. The resources include a presentation for parents, letters home to parents about the lessons being taught and homework activities and invitations to parents to join celebratory events and school assemblies. This initiative reflects the successful partnership working that involves Children and Young People's Services in the City and County collaborating with the Police, DARE and Experian.

The DAAT funded the development of resources for parents and carers around transition between Key Stages 2 and 3 have been developed with the treatment agency, Let's Build. DARE and Life Education also partnered the development of these materials. These DVD-based resources and materials for teachers deal with issues surrounding the misuse of alcohol and tobacco. Built around two sessions, which deal with basic issues and communication between children and their parents or carers, the drama workshop programme has been used to create scenarios for discussion and decision-making.

Further work with the treatment agency, Face It, has resulted in a pack of resources for parents, the development of parents' meetings and the targeting of vulnerable pupils in a small number of pilot schools. Research has been undertaken in schools and responded to advice from teachers.

Recently, a pilot project has been established in Newark to support parents and carers guide the behaviour of young people, who may disengage with school and require intervention to prevent drugs and alcohol use impacting upon anti-social behaviour within a locality. With such activities, the young people have been consulted along with parish and district councillors, the Youth Support Service and the Youth Offending Service.

Progress:

On the 30th January 2009, the launch of *On Track* (Key Stage 1) and *Keep On Track* (Key Stage 2) took place at Experian's Headquarters. The Chief Constable made a speech in which she commended the high

quality of the resources. Copies of 'Keep On Track' will be made available to members of the scrutiny committee.

- ***Recommendation 2*** Drugs education should be provided in a seamless spiralling, continuous programme throughout a young persons school life. It should take place year on year with the message reinforced each year. In addition there needs particular emphasis in years 7 and 8 prior to the transition to, and during the early years of, secondary school education.

Commentary:

The development of a spiral curriculum for drugs education is well underway, across Key stages 1-4. At Key Stage 1, *On Track* is becoming embedded into the curriculum in Years 2 and 3. In Years 4 and 5, the Key Stage 2 resources are being introduced. There is DARE support for curriculum developments in Year 6. *DARE Active*, a new resource for Key Stage 3 has been developed. Currently, it is being piloted in Ashfield schools, in Year 7, and will be rolled out into Years 8 and 9 in the coming twelve months. The resources include a 'toolkit' for tackling alcohol and smoking-related issues.

The partnership relies on resources produced by DARE in both the UK and America, with staff time from the County Council's Personal Development of Learners Team (PDL) and funding from Community Safety.

Progress:

These resources are now in place and ready for dissemination to schools. The issue of intellectual property rights still needs to be resolved.

- ***Recommendation 3*** Children not accessing mainstream education i.e. those that have been excluded or educated at home, should also be included in a recognised drugs education programme. They require year on year programmes reinforcing the harm caused by substance abuse. Comprehensive age appropriate information packs should be available to the parents and carers of children not in receipt of a main stream education programme.

Commentary:

For children and young people not accessing mainstream education, support has been provided through activities based within the Nottinghamshire Learning Centre. Partnership working has also taken place with the treatment agency, WAM, the Youth Support Service, the Youth Offending Team and Connexions

Progress:

Although support continues to be developed, the need for a more refined structure within which to operate still needs to be developed.

- ***Recommendation 4*** Provision should be made in years 12 and 13 for PHSE to fit in with the curriculum. This has been increasingly marginalised at the expense of the necessity for academic achievement. Consideration should be given to allocating more time to equip young people for the pressures and problems they face once they have left school.

Commentary:

Currently, PSHE provision in Years 12 and 13 is non-statutory and relies on a school's commitment to the development of good practice in Post-16 provision. The development of Post-16 provision remains, therefore, an issue of capacity to deliver. The PDL team have taken the opportunities presented by the provision of Healthy Living road-shows to engage and develop provision for Post-16 students. The provision, targeted the sixth form centres in Bassetlaw, resulted in over 300 students receiving additional drugs education.

In a special school, among a small group of more able pupils with special educational needs, who are on the fringe of anti-social behaviour, the PDL team worked with peer educators and a task group from the police and Face It to direct these young people away from substance misuse and anti-social behaviour in their local community. The work will be showcased to partners within the next few months.

Progress:

Progress has been opportunistic and if there was sufficient capacity within the PDL team a more strategic programme would be developed.

- ***Recommendation 5 Schools should acknowledge the impact on children and young people affected by another person's substance use. This 'hidden harm' should be recognised and additional help and support should be available for young people affected in this way.***

Commentary:

Through the work of the DAAT, there exists a clear strategy for tackling the issues of 'Hidden Harm'. The work is supported by WAM and the Healthy Schools project. This partnership programme has three core strands to its development:

- The use of activity-related data, linked curricular needs;
- Improving teaching and learning, through the provision of a 'toolkit'; and,
- Training for teachers;

Progress:

Training has already been delivered to more than 150 teachers. The training develops teachers' professional skills, but also contributes to the safeguarding children and young people.

- ***Recommendation 6 Peer mentoring schemes should be encouraged to improve access to information within schools. Older students could be trained to act as advisors to listen and offer support; they should work within clearly defined boundaries and have access to support and ongoing training.***

Commentary:

The development of peer mentoring or coaching has been established within the guidance provided by the National Strategies and, in particular, the National Framework for mentoring, coaching and classroom-based research. In partnership with the PCT, Youth Support Service and the Youth Offending Service, a programme has been developed to promote the ability to make better choices. A

second project provides peer mentoring and coaching in conjunction with work being developed as part of the County Council's Anti-bullying policy. In a pilot project, called *In and Out of School*, a group of vulnerable pupils have been targeted for specific support through mentoring or coaching.

Progress:

The development of mentoring and coaching is taking place at a steady pace. The intention is to ensure that these effective strategies are securely embedded in practice within schools and reflect the strategic influence of the National Framework.

- **Recommendation 7** The Select Committee approaches the Secretaries of State for Health and the Department of Children, Schools and Families to emphasise the need to maintain and increase funding available to agencies and organisations that facilitate good quality drugs education programmes within schools, those that help young people who are at risk of exclusion from school and support those who are affected by someone else's drug or alcohol use.

Commentary:

Over the past twelve months, the relationship between drugs education and anti-social behaviour has become more of a national priority and the PDL team have responded to this situation by:

- Working with the police around the drugs and knife crime agenda;
- Promoting Community Cohesion; and,
- Developing the 'Prevent' strategy.

Progress:

The PDL Business Plan for 2009-10 reflects the need to respond to these issues.

- **Recommendation 8** The Select Committee recommends that schools emphasise alcohol education within their substance misuse programme, starting at Key Stage 2. Evidence collated has shown that there has been an increase in alcohol misuse and educating pupils about the effects of alcohol should be an important priority for schools. The Select Committee recommends that a further study into alcohol related issues be considered by the Overview and Scrutiny Committee.

Commentary:

The *Keep On Track* resources produced for Key Stage 2 target alcohol misuse, within a community safety agenda. The resources provide a framework for the development of positive attitudes and values and higher order thinking skills. The new DARE Active resources extend provision into Key Stage 3.

The focus on community safety features in the work called *Day and Night*, produced in partnership with the DAAT. These materials promote in-class discussion, the solving of problems and decision-making. Improving young people's attitudes and behaviour draw attention to the consequences of actions and the potential implications

of risky behaviours. The target group of young people are those who are Not in Education, Employment or Training (NEETs).

Working with the National Healthy Schools Project, a 'toolkit' has been developed to deal with issues across Key Stages 1-4.

A Key Stage 3-4 project, developed in conjunction with the Nottinghamshire Primary Care Trust, called *Bad Hair Day*, deals with issues related to alcohol misuse and sexual health. Other initiatives deal with links to internet safety.

Progress:

Provision is developing to meet national standards, notably those for Healthy Schools and those that will be required by the National Indicator set.

- ***Recommendation 9*** The Cabinet Member needs to ensure that the curriculum for drugs education as set out through the PSHE & Citizenship programme and the National Curriculum Science programme is adequately taught. The curriculum in Nottinghamshire should address in an effective way all substance abuse issues and a programme for drugs education should ensure that all young people receive good quality provision; the high-quality delivery in junior schools needs to be replicated in secondary schools.

Commentary:

The PSHE & Citizenship curriculum will be statutory from 2010 and the PDL team continue to provide training to enhance the quality of teaching.

Progress:

The extent of good or better provision remains at the level previously identified. The last Audit Commission survey indicated a higher level of satisfaction by schools with provision for Health-related provision and the work of the PDL team.

- ***Recommendation 10*** The Select Committee endorses the present arrangement of an overall 'lead' for children and young people across the county responsible for advice, organization and direction of substance abuse education within schools. The Select Committee recommends that this continues to enable a coordinated programme to be facilitated within all school in the county.

Commentary:

The post of PSHE Consultant (Substance Use) has been included in the County Council's mainstream budget.

Progress:

As above;

- ***Recommendation 11*** The DARE programme was acknowledged by the Select Committee as useful and satisfying a need at Key Stage 2. The Select Committee regrets the loss of funding and the withdrawal of the police delivery option available to primary schools. The Select Committee encourages the DARE organisation to continue to develop their system. Adequate funding needs to be secured to ensure that existing provision can be maintained, new areas for development investigated and regrets the sources of funding that previously existed have been withdrawn.

Commentary:

The PDL team continues to work closely with DARE and a range of other partners. Time (currently, 10 days) has been allocated from the consultant to work on developing DARE-related resources.

Progress:

The scrutiny committee may wish to seek the views of DARE on the support provided by the PDL team.

- **Recommendation 12** The Select Committee commends all the individuals, agencies and an organisation involved in drugs education initiatives and programmes, and thanks them for their contributions to this review.

Commentary:

In future, monitoring should be part of the County Council's normal half yearly monitoring system and include feedback from partner organisations.

5.

- **Recommendation:**

That Children and Young People's Services sustain the implementation of the Personal Development of Learners (PDL), Drugs Education Scrutiny Action Plan (Appendix 1).

Statutory and policy implications

6. This report has been compiled after consideration of implications in respect of finance, equal opportunities, personnel, crime and disorder and those using the service. Where such implications are material, they have been described in the text of the report. Attention is however drawn to the following:-

Personnel implications

7. None.

Financial implications

- 8.1 None.

- 8.2 None.

Equal opportunities implications

9. Response 2 and 8 Equal opportunities, especially vulnerable young people, would be compromised if the resources were not available to all.

Implications for service users

10. See paragraphs 8 and 9.

RECOMMENDATION

11. That the Overview and Scrutiny Committee proposes that Children and Young People's Services sustain the implementation of the Personal Development of Learners (PDL), Drugs Education Scrutiny Action Plan.

COUNCILLOR JOYCE BOSNJAK

Cabinet Member for Children and Young People's Services

Background papers available for inspection

Drugs Education Review Final Report – January 2008.

The PDL team's *Drugs Education Review: action plan* to summarise the delivery of the recommendations

Appendix 1

Drug Education Review: Action Plan

Recommendation	Success criteria	Action	Responsible Officer	Start/ completion dates	Resources / Costings	Monitoring by whom and when
Put in place strategies to engage parents and carers to become involved in the drugs education their child is receiving	<p>A consultation and participation strategy is in place to support the engagement of parents and carers in the drugs education their children receive</p> <p>All parents and carers support the drugs education received by their children through the 'Keep on Track' and the 'Let's Build' programmes.</p>	Coordinate and implement a parent education focus group	AT	May 08	Within the existing budget	6 monthly monitoring by Strategic Services
Develop drugs education that provides a seamless spiralling, continuous programme throughout a young person's school life	<p>Support for drugs education that provides a seamless spiralling, continuous programme throughout a young person's school life is available to all schools.</p> <p>Percentage of schools achieving healthy schools status meets the LA target.</p>	<p>Re-establish Respect in Schools Board</p> <p>Establish a website for 'On Track' primary resources</p>	<p>JM</p> <p>AT</p>	<p>May 08</p> <p>July 08 - Oct 08</p>	<p>Within the existing budget</p> <p>Funding from 'On Track' board</p>	6 monthly monitoring by Strategic Services

Support children not accessing mainstream education by including them in provision for drugs education	<p>Children not accessing mainstream education can access the LA's provision for drugs education.</p> <p>All pupils attending NLC and youth settings provision receive information about substance use. All schools will have a strategy for dealing with pupils at risk of exclusion.</p>	<p>Provision of activities through collaborative work with 'Education Other Than At School' (EOTAS) and the Nottinghamshire Learning Centre, Training events for the Youth Service, collaborative events with <i>Face It</i>, support work with young offenders at Clayfields House and home educators.</p> <p>Provide guidance to refine school systems for monitoring and reporting drug-related incidents;</p>	AT	Apr 08	Within the existing budget	6 monthly monitoring by Strategic Services
Provision should be made in years 12 & 13 for PSHE and consideration should be given to equip young people for the pressures and problems they face once they have left school	<p>A scheme of work is available for all schools to make provision for drugs education and life skills through PSHE in years 12 and 13.</p> <p>Year 12 -13 Students receive information about PSHE and drugs education through the 'Roadshow' programme.</p>	Develop programme for QA external providers	AT	May 08-May 09	Within the existing budget	6 monthly monitoring by Strategic Services

Support schools to acknowledge the impact on children and young people affected by another person's substance use ('hidden harm')	<p>Training and support is available to all schools, which acknowledge the impact on children and young people affected by another person's substance use.</p> <p>All schools identify pupils in need and make appropriate referrals.</p>	Remind all schools of Safeguarding Board Training	AT	May 08-May 09	Within the existing budget	6 monthly monitoring by Strategic Services
Develop peer coaching schemes to improve access to information within schools	<p>Peer coaching schemes are available to all schools for the improvement of access to information</p> <p>Through the training programme all schools involved support their students in peer coaching.</p>	Recruit schools to pilot project, trial and roll out	AT	Sept 08 -May 09	Within the existing budget	6 monthly monitoring by Strategic Services
Support schools in emphasising alcohol education within their substance use programme	<p>All schools achieving Healthy Schools status will have policies which emphasise alcohol education within their substance use programme</p> <p>All school involved will deliver an alcohol education programme.</p>	<p>Map outside providers delivering alcohol education</p> <p>Establish a Respect in Schools website and promote alcohol resources</p> <p>Provide alcohol training for school staff and other services</p>	<p>AT</p> <p>AT</p>	<p>May 08-May 09</p> <p>Sept 08</p>	<p>Within the existing budget</p> <p>Funding needs to be identified</p>	6 monthly monitoring by Strategic Services

Monitor drugs education in PSHE and Citizenship and the science curriculum through the Healthy Schools programme	All schools monitored for their drugs education through the Healthy Schools programme will achieve Gold status.	Monitor Personal Development and Well-being in Ofsted inspection reports. Implement QA programme	JM HD	May 08-May 09	Within the existing budget	6 monthly monitoring by Strategic Services
Maintain the present arrangements for consultancy about Substance Use across the county, with a responsibility for advice, organisation and direction of substance use education within schools	The continued appointment of the PDL Consultant for Substance Use has been secured.	Bring the issue to the attention of the cabinet member and Service Director for Learning and Achievement. Make application for a delegated decision.	JM	Apr. 08	Mainstream the DAAT funding of the consultant post	6 monthly monitoring by Strategic Services