Quality standards:

Staff policies and safeguarding

Introduction

Who these standards are for

This set of standards is for external agencies delivering alcohol and drug education within schools and employing staff and/or volunteers.

When external contributors deliver alcohol and drug education in schools this should be done in full awareness of the wider context and standards for a good PSHE education programme. Contributors represent a key resource of advice and support for schools in the delivery of alcohol and drug education. In order safely to assist schools, external agencies should adhere to clear and consistent staff policies and safeguarding measures.

Safeguarding

The welfare of children and young people is paramount. The organisation must have policies and procedures in place for safeguarding and child protection that:

- Protect children and young people from harm and abuse

- Enable staff and volunteers to know what to do if they are worried

- Demonstrate clearly that child wellbeing is prioritised.

All schools are expected to protect children and promote their welfare by:

- Providing a safe environment for children to learn in;

- Creating a culture which recognises and understands the importance of safeguarding - including listening to and discussing with children;

- Identifying children who are suffering or likely to suffer significant harm, both at school and at home, and referring immediately any concerns to the local authority children's social care services;

- Preventing unsuitable people from working with children;

- Having systems and processes that ensure children are kept safe and allow for poor and unsafe practice to be challenged;

- Identifying instances where there are grounds for concern about a child's welfare, and initiating or taking appropriate action to keep them safe; and

- Contributing to effective partnership working between all those involved in providing safeguarding services for children.

The above list is drawn from www.education.gov.uk: although it relates to schools, these principles should also underpin any organisation's safeguarding policies and practice, with the recognition that when working within schools, educators will need to have regard to the school's own policies and the teacher's legal status as being *in loco parentis*.

One situation that any educator delivering alcohol and drug education should be prepared to deal with is pupils disclosing concerns or problems. This information may, either on its own or in combination with other information already held by the school, trigger wellbeing

or safeguarding concerns. It is important that it is shared with the school as soon as possible.

Any adult in this situation should:

- Listen positively and reassure the child or young person;
- Be clear that they cannot guarantee complete confidentiality;
- Not jump to conclusions;
- Not ask leading questions, or put words in a child's mouth;
- Record the discussion as soon as possible;
- Share the information as appropriate (e.g. with class teacher or as set out in the school's safeguarding policy).

Other staff policies

While larger companies and voluntary organisations tend to have (at least on paper) clear policies about staff recruitment, development and supervision, these are often neglected by smaller organisations.

The benefits of having formal, written procedures include: ensuring compliance with legal obligations; making it easier to deal with issues which may affect service delivery (e.g. questions about competence of staff or volunteers); proactively improving service delivery by addressing development needs; protecting staff health and wellbeing; improving staff retention; and ensuring children and young people are kept safe.

It is also paramount, for both small and large organisations, to make sure that staff and safeguarding policies are understood and implemented effectively by all members of the staff and volunteers. Monitoring and evaluation activities of internal policies and relationship with schools should be constantly conducted.

The Standards

HR policies are clearly set out and in line with relevant legislation.

- Policies have been reviewed to ensure compliance with legislation and good practice, for example using the resources included in the 'Further Information' section below.

Volunteers adhere to a clear volunteer agreement or role description.

- The Agreement covers responsibilities and roles; supervision, support and training; health and safety issues; insurance issues; expenses issues.

Rules regarding the involvement of staff or volunteers with previous or current problems, including alcohol or drug misuse, are clearly set out.

- The main criterion for appointments should be competence to carry out the role, whether paid or voluntary.

- Any additional support needs should be assessed and addressed in addition to the standard training provided to all staff/volunteers.

- Consideration should be given to any elements of the work that could jeopardise their recovery.

There are clear, safe recruitment processes for staff and volunteers.

- Staff competencies for successful programme delivery are clearly set out and are the basis of recruitment and staff development. (The resources listed below can be used to draw up a list of competencies.)

- There is a suitable, written recruitment and induction policy.

- All applicants complete an application form covering essential information.

- All interviews are conducted face-to-face, involve more than one interviewer and use a transparent scoring system.

- All applicants are required to provide two references, two pieces of identification and original copies of any essential qualifications before appointment.

- DBS checks and any additional necessary vetting procedures are carried out for each member of staff or volunteer engaged in regulated activity with children and young people.

New staff and volunteers are well supported and monitored.

- All staff and volunteers receive a comprehensive induction.

- Staff training needs on joining are assessed, and a plan put in place to address these needs.

- Training and/or awareness raising on safeguarding children issues is provided for all staff and volunteers during their induction period.

- Appointments are conditional on a satisfactory period of work (a probationary period for staff and a trial period for volunteers), with a review before they are confirmed in post. During this period, there is ongoing supervision and development.

There is effective support and supervision for all staff and volunteers.

- Training and development needs for all staff and volunteers are identified

- Support and supervision is regular and ongoing, and equally accessible for all staff members including volunteers and part-time staff.

The organisation has a clear policy on safeguarding

- The policy includes guidance on working within school's policies on confidentiality and disclosure.

- Any concerns raised about a child or young person's wellbeing are shared with their school immediately.

- It is clear that school policies take precedence when external contributors work with a class.

As part of the agreement to work with any school there is a clear understanding of and strict abidance to the school's policies on safeguarding, confidentiality and disclosure and other relevant information.

- The school's policies on safeguarding, confidentiality and disclosure are obtained.

- There is a clear understanding with the school about what they can and cannot keep confidential before beginning the session, including whether the young people need to be briefed on this and by whom.

- There is clear understanding that potential disclosure should be shared with the 'appropriate' member of staff, according to agreement made prior to the visit.

- Before working with a class, the school is asked to provide general (non-pupil-specific) relevant information about the circumstances of pupils and families, and this is taken into account in delivering the session. It is clear that a teacher or a school member of staff should be in the room at all times and in charge of classroom management and appropriate behaviour.

It is clear to schools how they can feed back comments or concerns.

- A written complaints policy sets out how complaints will be dealt with.

- Schools are actively encouraged to feed back comments or concerns.

- Where possible this will be through a different person in the organisation.

Further reading and resources

- Department for Education, Safeguarding children and safer recruitment http://www.education.gov.uk/aboutdfe/statutory/g00213145/safeguarding-children-safer-recruitment

Safeguarding

- Analysing the learning needs of staff (child protection, but also useful for general purposes) http://www.safenetwork.org.uk/resources/safe_network_standards/pages/child_protection.aspx

- Audit form for child protection arrangements: http://www.safenetwork.org.uk/SiteCollectionDocuments/B12_Example_of_audit_form_for_child_protection_arrangements.pdf

- Documents for safe recruitment, induction and supervision, including identifying child protection training: http://www.safenetwork.org.uk/resources/safe_network_standards/Pages/safer_staff_and_volunteers.aspx

- Role description for named person for child protection http://www.safenetwork.org.uk/SiteCollectionDocuments/B6_Role_description_for_named_person_for_child_protection.pdf

- Safe network standards http://www.safenetwork.org.uk/SiteCollectionDocuments/The_Safe_Network_Standards.pdf

- Safeguarding Children and Safer Recruitment in Education (guidance for schools) http://media.education.gov.uk/assets/files/pdf/s/safeguarding%20children%20and%20safer%20recruitment%20in%20education.pdf

Staff management

- ACAS resources http://www.acas.org.uk/index.aspx?articleid=1390 including a self-assessment tool to evaluate whether your current practice is effective (and legal) https://obs.acas.org.uk/modelworkplace/Landing.aspx

- NCVO HR resources: http://www.ncvo-vol.org.uk/advice-support/workforce-development

- TUC charter and FAQs on volunteers: http://www.tuc.org.uk/workplace/index.cfm?mins=349&minors=4&majorsubjectID=2

Competency frameworks

There is no single accepted competency framework for drug and alcohol education and prevention, but the following list of resources can be drawn on to assess staff development needs.

- Drugs and Alcohol National Occupational Standards http://www.skillsforhealth.org.uk/service-area/alcohol-%26-drugs/

- National occupational standards for supporting teaching and learning http://education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl

- Qualifications for school support staff http://education.gov.uk/schools/careers/traininganddevelopment/staff/b00202859/qualifications
- Professional and National Occupational Standards for Youth Work http://nya.org.uk/dynamic_files/research/whole%20suite%20of%20Professional%20and%20National%20Occupational%20Standards%20for%20Youth%20Work.pdf

Training

- PSHE Association guidelines for teachers on selecting professional development opportunities http://www.pshe-association.org.uk/content.aspx?CategoryID=1044
- PSHE Association courses http://www.pshe-association.org.uk/events.aspx

About ADEPIS

The Alcohol and Drug Education and Prevention Information Service (ADEPIS) has been commissioned by the Department for Education with the aims of:

• Developing a high quality information and advice service for practitioners; and

• Supporting the development of local capacity by promoting evidence-based programmes known to have an impact and building practitioner confidence.

To achieve these aims ADEPIS will:

• Make available differentiated support to practitioners building on practitioner needs, emerging trends and evidence of impact;

• Provide a two-way channel between policy makers and practitioners to ensure policies and strategies are translated effectively and that concerns from the field feed into policy;

• To use the best of national and international evidence to inform all work.

ADEPIS is a partnership between Mentor, DrugScope and Adfam. Further resources available on **http://mentor-adepis.org**