



Protecting People Angus learning opportunities for schools and colleges

As at: 10 December 2024

Introduction

This protocol has been developed to replace the previous ADP protocol for working between substance use services and education.

This protocol relates to all Protecting People Angus partners and provides a menu of and process for accessing learning and development opportunities from approved local partners.

How Protecting People Angus partners can contribute to Education in Schools

Schools deliver a comprehensive range of mental and emotional wellbeing, substance use, relationships, sexual health and parenthood education as part of the Curriculum for Excellence (Appendix 1). In order to enhance the delivery of education related to protecting people, schools can arrange for local agencies to deliver sessions on a variety of topics such as:

- **Drugs and alcohol**
- **Gender Based Violence**
- **Mental Health and Wellbeing**
- **Child Protection**
- **Community Justice**
- **Adult Protection**

The types and range of sessions that can be offered can be found in Appendix 2 and the core messages that all agencies will promote can be found in Appendix 3. Local services have the local knowledge and expertise relevant to Angus.

To request educational input from services, schools should ideally contact the relevant committee/partnership support team prior to the academic year beginning, detailing the kind of input they would like in their classes over the academic year. Requests can be made by completing the form in Appendix 4 or can also be submitted via email to the relevant committee/partnership (Appendix 5). Input is available to mainstream schools and other education facilities will be considered on an individual basis.

Requests for education/awareness raising sessions for parents can also be made in the same way as for pupil requests.

Teachers and other education staff can access the range of free drug and alcohol training that is provided by Protecting People Angus with course details and application information being available [HERE](#). Specific tailored sessions for education staff can also be requested using the form in Appendix 4.

Schools might not always be able to anticipate the support they need for the whole academic year and sudden trends or issues may arise that require ad-hoc requests. Schools are asked to make any such requests in the same manner as described above giving as much notice as possible.

Appendix 1

Early (Pre-School – P1)	First (P2-P4)	Second (P5-P7)	Third (S1-S2)	Fourth (S3)
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Substance misuse

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

	Early	First	Second	Third	Fourth
	I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. HWB 0-38a	I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing. HWB 1-38a	I understand the effect that a range of substances including tobacco and alcohol can have on the body. HWB 2-38a	I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances. HWB 3-38a / HWB 4-38a	
			I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. HWB 2-39a / HWB 3-39a	Through investigation, I can explain how images of substance use and misuse can influence people's behaviour. HWB 4-39a	
			I know that alcohol and drugs can affect people's ability to make decisions. HWB 2-40a	I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure. HWB 3-40a / HWB 4-40a I know how to access information and support for substance-related issues. HWB 3-40b / HWB 4-40b	

Appendix 1 ctd.

Early (Pre-School – P1)	First (P2-P4)	Second (P5-P7)	Third (S1-S2)	Fourth (S3)
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Substance misuse (continued)					
	Early	First	Second	Third	Fourth
			<p>I can identify the different kinds of risks associated with the use and misuse of a range of substances.</p> <p>HWB 2-41a</p>	<p>After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.</p> <p>HWB 3-41a / HWB 4-41a</p> <p>I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health.</p> <p>HWB 3-41b / HWB 4-41b</p>	
	<p>I can show ways of getting help in unsafe situations and emergencies.</p> <p>HWB 0-42a</p>	<p>I know how to react in unsafe situations and emergencies.</p> <p>HWB 1-42a</p>	<p>I know of actions I can take to help someone in an emergency.</p> <p>HWB 2-42a</p>	<p>I know the action I should take in the management of incidents and emergencies related to substance misuse.</p> <p>HWB 3-42a / HWB 4-42a</p>	
			<p>I understand the impact that misuse of substances can have on individuals, their families and friends.</p> <p>HWB 2-43a</p>	<p>I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.</p> <p>HWB 3-43a / HWB 4-43a</p>	
				<p>Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed.</p> <p>HWB 3-43b</p>	<p>By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.</p> <p>HWB 4-43b</p> <p>I understand the local, national and international impact of substance misuse.</p> <p>HWB 4-43c</p>

Relationships, sexual health and parenthood

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

	Early	First	Second	Third	Fourth
	<p><i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.</i> HWB 0-44a / HWB 1-44a</p> <p><i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i> HWB 0-44b / HWB 1-44b</p>		<p>I understand that a wide range of different kinds of friendships and relationships exist. HWB 2-44a</p> <p><i>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</i> HWB 2-44b</p>	<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 3-44a / HWB 4-44a</p> <p><i>I understand and can demonstrate the qualities and skills required to sustain different types of relationships.</i> HWB 3-44b / HWB 4-44b</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 3-44c / HWB 4-44c</p>	
	<p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a / HWB 1-45a</p>		<p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a / HWB 4-45a</p>	

	<p><i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</i></p> <p><i>HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b</i></p>
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Appendix 2

Drug and Alcohol Education Session Topics

- Basic Facts and Information
- Units and Recommended Guidelines
- Identification of substances
- Types and classifications
- Effects on physical and/or health
- The Law
- Short term and long term effects
- Harm reduction and safety messages
- Sexual health and relationships
- Risks and Consequences
- Scenarios – peer pressure, saying no, decision making
- New substances and trends
- Impact of parental/family use of alcohol and drugs
- Local Support Services
- Online Support Services

Tools that may be used within sessions

- Unit calculators/measuring cups
- Beer Goggles
- Drug Identification Box
- Keep safe bags
- Spikeys
- Dolly Dummie
- Leaflets/PowerPoint/Internet/Social Media
- Quizzes
- Scenarios
- Mocktails

Appendix 3

Core Messages

1. Engage with children and young people and take account of their views and experiences, particularly where decisions are to be made that may impact on life choices
2. Encourage children and young people to act as positive role models for others within their community
3. Engage the active support of parents and carers
4. Support children and young people to make informed decisions in order to improve their mental, emotional, social and physical wellbeing
5. Facilitate experiences and a wide range of activities that promote a healthy lifestyle
6. Support the establishment of a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children
7. Help learners identify adults in their community who have a responsibility to look after them, listen to their concerns and involve others where necessary
8. Share with children and young people where they can find help and resources to inform choices, including rights awareness and avenues of support to have their views and experiences heard
9. Support children and young people to assess and manage risk and understand the impact of risk-taking behaviour.
10. Support the development of resilience or coping skills to support children and young people to resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes

Appendix 4

Schools should complete the form below and return to the relevant e-mail address on the bottom of the form.

The services that could contribute to education will decide who can best support each school with the input they require. There might be circumstances where a school having planned their input for the year and completed the form find that they want to invite an agency in to do an ad-hoc piece of work during the school year and schools are asked to follow the same request procedure.

Appendix 4 REQUEST FOR EDUCATION INPUT TO SCHOOLS IN ANGUS

Name of School:

Name of Requesting Officer:

Contact Details:

[illegible]

Appendix 5

Angus Alcohol and Drug Partnership (AADP)

AADP is the local strategic partnership responsible for leading the development and delivery of a local comprehensive and evidence-based strategy to reduce the level of drug and alcohol related problems in Angus. Any requests in the first instance should be sent to the Lead Officer via AngusADP@angus.gov.uk

Angus Mental Health and Wellbeing Network (AMHAWN)

AMHAWN is a multi-agency network involving key stakeholders from public, private and third sectors to inform and support delivery of the best outcomes possible for the citizens of Angus in relation to all aspects of mental health and wellbeing, specifically including suicide prevention. Any requests should in the first instance be sent to the Lead Officer via areyouok@angus.gov.uk

Protecting People Angus Strategic Committee (PPASC)

The PPASC formed in April 2024 to take forward the work of the previous Child Protection Committee, Adult Protection Committee and Violence Against Women Partnership. PPASC is now responsible for oversight of multi-agency training around child protection, adult protection and gender based violence within Angus.

Prior to becoming one committee, AVAWP began a scoping exercise in July 2023 to gather information on what is currently being delivered to schools around Gender Based Violence topics and collate who is delivering these. A short life working group has been established and a multi-agency 'offer' to schools as part of their rolling yearly programme will be devised.

PPASC works closely with Education to support the child protection knowledge of schools and early years settings. A Senior Practitioner for Child Protection in School is based within Social Work Children Families and Justice. They work alongside the Protecting People Development Officers to provide a range of opportunities to Education staff.

Adult Protection training would also be available if required for those working with vulnerable parents, carers or transitions age young people.

Any requests for training should be directed to the Development Officers of PPASC via ProtectingPeopleAngus@angus.gov.uk

Angus Community Justice Partnership (ACJP)

ACJP moved to be further embedded under the Protecting People banner in early 2023. Work is ongoing to establish what training will be made available under this remit. Until further information is available any requests should be direct to the CJP Co-ordinator via ProtectingPeopleAngus@angus.gov.uk