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Bord Oideachais agus
Oiliúna Dhún na nGall
*Donegal Education and
Training Board*

Further Education and Training Service

Youthreach Programme

Youthreach Specific Policies

Due to be reviewed in October 2025

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***Further Education and Training Service
Youthreach Programme Youthreach
Specific Policies***

SECTION 1

Admissions & Attendance Policy & Procedures

Further Education and Training Service – Youthreach Programme

Admissions & Attendance Policy & Procedures

Edition 7: November 2021

1. Admissions Policy¹

The Youthreach programme operates an equal opportunities admissions policy, guided by Further Education and Training Service Equality Statement and Policy and Statement of Recognition of Prior Learning.² Each application will be considered on an individual basis.

1.1 Youthreach

While all applicants are considered on a case-by-case basis, admission to the Youthreach programme is primarily open to those aged 16-20 years of age who have left school or are unemployed (*Applications from 15 year old will be considered on a case by case basis*); priority is given to those who have obtained 5 Ds or less in the Junior Certificate (or its equivalent) or have no educational qualifications at all.³

2. Admissions Procedure

2.1 Application Procedure

¹ This Admissions and Attendance Policy should be read in conjunction with the Youthreach Code of Behaviour (Edition 6 May 2013).

² The Equality policy states that 'equality is the right of all persons to receive fair, equal, and non-discriminatory consideration in access to and the processes of education and employment, irrespective of characteristics including, but not limited to race, gender, disability, religion, age, sexual orientation, family status, marital status and membership of the Traveller community.' Further Education and Training Service Policies & Procedures. *Equality Statement & Policy*. (Edition 1: June 2007), Section 4. Definition. The Statement of Recognition of Prior Learning is attached in Appendix 1.

³ This group is known as Priority Group 1 (PG1) as laid out in the Department of Education and Science letter of 03 September 2001 (Re: Recruitment to Youthreach). The age and qualification criteria may be extended in the case of the following groups within Priority Group 2 (PG2): lone parents, those referred from former NRB-funded courses (now funded by FÁS), those released from detention, those whose personal circumstances are such that a Foundation education and training programme is the most appropriate option for them to pursue (qualifications notwithstanding), Travellers and Drug Court participants. Appropriate age limits will be defined by the make-up of the group and due care will be exercised regarding the recruitment of those under 16 or over 20 years.

In addition, while refugees, unaccompanied minors or asylum seekers aged 15-18 years should be registered in mainstream schools in the first instance, those who have not completed upper secondary education and their circumstances are such that school is not a viable option, may be admitted to Youthreach (as per Department of Education (DES) letters of 03 September 2001 (Re: Recruitment to Youthreach), 27 September 2001 (Re: Access to PLC, VTOS and Youthreach Programmes for Non-EU Nationals) and 03 January 2002 (Re: Recruitment into Youthreach)). However, training allowances will not be payable.

- An individual who wants to apply for a place on a Youthreach programme should contact their local centre in the first instance.⁴
- Referrals made to the Youthreach programme by schools, Education Welfare Officer (EWO), social or probation officers or by any other relevant agency or organisation will be required to fully complete relevant referral forms and supply all required documentation.⁵
- All applicants (whether they contact centres directly themselves or are referred to the programme by those listed above) must fully complete a centre application form (including a recently signed photograph, taken in centre if necessary) and supply all required documentation (see Appendix 2).
- Applicants interested in working with children or vulnerable adults must also fully complete a Garda Vetting Form.
- All applicants will be interviewed by the centre Co-ordinator and another staff member and must be accompanied by either their parent/guardian or EWO, social worker, probation officer, Juvenile Liaison Officer (JLO) or other relevant personnel (if under 18 years of age). A record will be kept of this interview.
- Co-ordinators will issue a letter of acceptance or refusal within **ten working days** of completing their interview. Acceptance letters will contain a proposed or deferred start date (if there is a waiting list); refusal letters will contain the reason for the place being refused and outline the right to appeal and the appeals procedure.⁶

2.2 Appeals Procedure

In the event of an admission application being refused, the following appeals procedure applies:

- Appeals will only be considered if the applicant believes there has been a failure of procedure or if the applicant believes they have been discriminated against unlawfully.
- Applicants (or their parents/guardian if under 18 years of age) should contact the centre Co-ordinator directly (either by telephone, letter or email) and request a meeting with the Co-ordinator to discuss the reason for refusal outlined in their refusal letter.
- The applicant must attend the meeting with either their parent/guardian or EWO, social worker, probation officer, JLO or other relevant personnel (if under 18 years of age).
- Applicants who are still not satisfied with the outcome have the right to appeal the decision to the Adult Education Officer (AEO); contact details will be supplied.

2.3 Enrolment

Applicants who have been accepted for the Youthreach programme must attend on the date outlined in their letter of offer for enrolment and induction, unless prior agreement has been reached with the Co-ordinator.

⁴ The Youthreach programme is located in the following centres: Adult Education and Training Centre, Ballyshannon, Bunrana (with an outreach centre in Glengad) and Gortahork; Donegal ETB Youthreach Centre, Lifford and the Centre for Education, Letterkenny.

⁵ Referral forms are available directly from centre Coordinators.

⁶ As outlined in sub-section 2.2.

3. Attendance

3.1 Overview

Students, once enrolled in the Youthreach programme, are expected to attend their programme and work experience placements every day, where applicable⁷ and follow the timetable that has been devised for them.

Full attendance and punctuality are important for Students so as to get the most out of the programme and make the best possible progress with their learning. It is also good preparation for the world of work. Students have opportunities to develop a wide range of social, personal, vocational and educational skills.

Payment of their training allowance is dependent on their attendance; the only circumstances under which a training allowance may be paid for non-attendance is for medical appointments (upon production of an appointment card), sick leave (upon production of a medical certificate from a doctor), maternity leave, paternity leave or bereavement leave.⁸

Students must use the centre's clock/sign-in, clock/sign-out system and adhere to the Youthreach Code of Behaviour⁹ and the centre's code of conduct for Students (which will be made available by the Centre Coordinator) and to Further Education and Training Service Expected Behaviour of Adult Students Policy.¹⁰ Failure to do so will result in implementation of the procedures outlined in Further Education and Training Service Expected Behaviour of Adult Students Policy. However, individual circumstances will be taken into account in such a review.

3.2 Procedures for Non-Attendance

- If a Student is late or absent, they must inform the Co-ordinator or Centre by telephone as soon as possible that morning and, where appropriate, produce a medical certificate.
- Attendance is recorded and monitored on a daily basis and reviewed at regular intervals.
- Students will be contacted by telephone and letter for persistent non-attendance and noncontact with the Coordinator or Centre.

⁷ While Youthreach is a full-time programme i.e. Students are expected to attend full-time during centre hours from Monday-Friday, occasionally different timetables are agreed for certain Students, depending on individual circumstances.

⁸ See Donegal ETB. *Administrative Procedures in respect of Youthreach*. Edition 5, July 2011, Section 14. In terms of sick leave, Students are entitled to a maximum of seven certified sick days per year and three uncertified sick days per year with a maximum of one uncertified sick day per month. (See Donegal ETB. *Administrative Procedures in respect of Youthreach*. Edition 5, July 2011, sub-section 14.7). It should be noted that non-EU nationals are not entitled to a training allowance (as per DES letter of 03 September 2001 (Re: Recruitment to Youthreach) and 03 January 2002 (Re: Recruitment into Youthreach)).

⁹ Edition 6: May 2013.

¹⁰ Edition 3: January 2010. This policy outlines, amongst other issues, the definition of unacceptable behaviour and the procedures for dealing with the same.

- Students who are absent or do not contact the Coordinator or Centre after two consecutive weeks have effectively given up their place on the programme and will be notified of this in writing.
- Students who have ongoing irregular or persistently poor attendance hinder their progress and that of others and this may result in loss of their place.

4. Exit Procedure

The exit of a Student from with the Youthreach programme is laid out below:

4.1 Youthreach

Places are generally¹¹ available for a period of up to two years, during which time Students will aim to complete their course of study and will be assisted to progress to further education and training or employment. Places will therefore terminate permanently after two years or once a course of study (usually NFQ Level 2, 3 and/or Level 4 and/or additional courses e.g. Safe Pass, ECDL, First Aid etc. where relevant) is completed or the participant reaches the upper age limit for the programme. Participation will be reviewed on a regular basis.

Resources permitting, Students will be provided with the necessary support required to progress to further education and training or to obtain employment; an Individual Action Plan (IAP) will be developed for each Student which will be used to monitor and develop their progress for the duration of their stay on the programme. In addition, the Advocate will develop a career path plan which will be continuously reviewed with a view to supporting the Student to progress from the programme within their allocated timeframe.

This policy will be reviewed in October 2025.

¹¹ Sub-section 2.3 (Duration of the Programme for Students) of the Draft Operational Guidelines for Youthreach (2015) states:

The normal duration of each of the first two phases should continue to be one year or the length of time needed by an individual to attain the required level based on their individual learning needs. The progression phase may be extended from one to two years for those pursuing the Leaving Certificate, the Leaving Certificate Applied or QQI awards at levels 1 - 4. Due regard should be had for the timing of assessments and appropriate adjustments should be made in the best interests of the Students. In the normal course of events Students will complete the programme in two years with a possible third year for progression.

Appendix 1

Donegal ETB Further Education and Training Service

Statement of Recognition of Prior Learning

Recognising that adults applying for courses offered by ETB Further Education and Training Service bring with them a wealth of life experiences as well as earlier certified learning Donegal Education and Training Board's Adult Education Service undertake the following:

1. Application or entry forms will be designed so that information can be obtained on: (a) prior certified learning
(b) prior experiential learning
2. An option of exemptions will be offered to candidates where their certified learning equates to part or all of the learning outcomes of the module or modules that make up the course applied for. Guidance support will be offered to Students at commencement of the course.
3. Course tutors, organisers and co-ordinators will assist Students in assessing the status of their prior certified learning in relation to the course applied for.
4. Donegal ETB Adult Education Staff will assist Students in selecting appropriate modules on which they can build on their experiential learning. If applicable, guidance can be offered before commencement of the course.

Appendix 2

Documentation Required for Student Files

Expressions of interest Form
Application Form
Request for Info Form (if referred)
Student detail Form
Acceptance on Course & Start date Letter
Supplementary Information Form
Image Consent Form
Parental Consent Form
DEASP Check Form
Student Birth Certificate or Passport
Student Bank Statement or Details (showing name, address and account number)
Student Photograph (presented, or with an option of being taken in centre)
Educational Records
Signed Copy of Induction Booklet



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SECTION 2

Youthreach Student Code of Behaviour



Further Education and Training Service – Youthreach Programme

Youthreach Student Code of Behaviour

Edition 7: November 2021

The Youthreach programme is part of the many education and training programmes and services provided by Donegal ETB's Further Education and Training Service. This code has been developed for the benefit and safety of students and staff and has been written in accordance with the Child Protection Policy.¹² This code applies to the classroom/centre, bus, work experience, away days, residential etc.

The Youthreach programme aims to use a restorative practice approach when dealing with unacceptable behaviour. To this end staff will be supported to access training in this area. Restorative practice is an approach based on the values and practices of restorative justice that puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

This document sets out the behaviour expected from students participating in this programme. It also lays out the procedures that will be implemented in dealing with unacceptable behaviour.

1. EXPECTED BEHAVIOUR OF STUDENTS

Every student in Youthreach is valued. Students are encouraged to enjoy their time on the programme, enjoy learning and get the most from the programme. Staff are here to help students to discover and develop their own strengths and interests and to take responsibility for the part they take in the training programme. Students are governed by the ETB's Further Education and Training Service policy regarding behaviour and conduct of students¹³. This policy operates in conjunction with the AES Expected Behaviour of Adult Students Policy.

Students are expected and supported to:

¹² Further Education and Training Service. Youthreach Programme. *Child Protection Policy* (Edition 4: July 2011).

¹³ Further Education and Training Service. *Expected Behaviour of Adult students Policy* (Edition 3: January 2010).

- Show respect for themselves and other students and staff in the centre
- Be courteous and well-mannered to all staff and other students at all times
- Respect the building and equipment
- Show respect for their work placement and community
- Show consideration for the health and safety of themselves and others
- Follow directions given by their tutor or other staff member
- Apply themselves to their work at all times in order to reach their full potential
- Attend the programme (and work experience placements) every day and on time¹⁴

Any behaviour that disrupts the work of others is considered a serious misdemeanour. All students have a responsibility to behave in a manner expected by the programme.

Students have a right to:

- Have a positive experience on the programme
- To be treated equally¹⁵, fairly and with respect
- To make progress in their work without being disrupted by others

2. RECOGNISING POSITIVE WORK, BEHAVIOUR & EFFORT

At Youthreach students will be encouraged and motivated through praise, feedback and recognition of achievements. student progress and behaviour is reviewed at staff meetings and work, behaviour and progress will be discussed with the staff team. Feedback may then be given to the individual student. Progress reports are regularly written for each student to let them know how they are getting on with their work, attendance and general attitude and behaviour while in the centre.

Good behaviour and work is also recognised in a number of ways including student awards (given out each month/term/year, depending on each individual centre), presentation of awards ceremonies, recognition on centre noticeboards, day trips, residentials, relaxation/chill out time, positive feedback to parents/guardians etc.

3. UNACCEPTABLE BEHAVIOUR

The following behaviours are not in keeping with the programme's Code of Behaviour:

- Racist / Homophobic / Sectarian / Sexist / Anti-Traveller / Anti-disability remarks, jokes and gestures
- Inappropriate language
- Interruption of learning activities on a regular basis
- Bullying and intimidation
- Sexual harassment

¹⁴ See Youthreach Admissions and Attendance Policy (Edition 7 November 2021).

¹⁵ Further Education and Training Service. *Equality Statement & Policy*. (Edition 1: June 2007) applies.

- Damaging or stealing property of Donegal ETB
- Damaging or stealing property or coursework belonging to a staff member or student
- Inappropriate use of equipment
- Copying or plagiarism of work
- Behaviour which may put at risk the health and safety of others ▪ Substance misuse¹⁶
- Regular absences / non-attendance over a prolonged period of time is not acceptable
- Reporting to class late on a regular basis
- Aggressive or threatening behaviour
- Interfering with the clocking/signing in/out system
- Spitting/fighting/pushing/shoving/horseplay/carrying on
- Littering the centre or putting up graffiti anywhere in the centre or equipment
- Smoking anywhere outside the designated smoking area/break times
- Using mobile phones¹⁷ or musical devices (Ipods, MP3 players or other musical devices) in class
- Taking photographs of other students or staff without permission
- Leaving the centre without permission
- Leaving the bus without permission before journey is finished
- Throwing/messing with food
- Other behaviour which is deemed unacceptable by the Co-ordinator

4. DEALING WITH UNACCEPTABLE BEHAVIOUR

Everyone affected by unacceptable behaviour has:

- A chance to tell their side of the story
- The opportunity to understand better how the situation happened
- The opportunity to understand how it can be avoided another time
- The opportunity to feel understood and listened to by the others involved
- The opportunity to find a way to move forward and feel better about themselves

Following unacceptable behaviour or a breach of centre rules a student will be invited to engage in a restorative intervention (Step 1) with any tutor.

Further consequences (issued by Co-ordinator only) can include:

- | | |
|--------|--|
| Step 2 | Informal Warning |
| Step 3 | Formal Warning (<i>including Suspension</i>) |
| Step 4 | Review of Position on the Programme (<i>Exclusion</i>) |

¹⁶ As laid out in the Youthreach Programme *Alcohol, Drugs & Tobacco Policy & Guidelines for students & Parents/Guardians*. (Edition 3: November 2021).

¹⁷ As laid out in Further Education and Training Service. *Use of Mobile Phones by Adult students Policy* (Edition 1: June 2007).

Additional consequences may include some or all of the following:

- Loss of part of training allowance (for non-attendance/deliberate damage to property)
- Missing day trips
- Missing treats e.g. chill out sessions/quizzes/county blitz etc.
- Internet or computer bans (for IT abuses)
- Confiscation of mobile phones for the duration of the training day (if phone related)
- Removal of/non-consideration for in-centre awards

5. PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour or a serious breach of the centre rules may be reported to any staff member. Where unacceptable behaviour or a breach of centre rules takes place, one or more of the following measures may be applied (warnings are always issued by the Co-ordinator; at any stage the Co-ordinator may decide to go straight to the formal warning stage):

Step 1 – Restorative Intervention

An invitation to engage in a restorative intervention (e.g. restorative conversation, circle time, time out, mediation etc.) will be offered by any tutor which will be recorded and reported verbally to the Co-ordinator.

Step 2 – Informal Warning

The warning will be recorded on the student's file. This warning will be signed by the student and staff member concerned and the Co-ordinator. Where a student refuses to sign, a note of this will be made on their file. The student's parents/guardian (if under 18 years) may be contacted.

Step 3 – Formal Warning

In the event of a serious incident, the student will be issued with a formal warning.

A record will be kept on the student's file. The student's parent/guardian (if under 18 years) will be informed by telephone and letter and may be asked to meet with the Co-ordinator.

A decision will then be reached as to the appropriate consequence.

3.1 *Suspension*

A student in the Youthreach programme may be suspended at any point during the programme. The authority to suspend a student rests with the Co-ordinator. The period of suspension will be proportionate and will not normally exceed 2 weeks.

3.2 Suspension Procedure – See below 3.3 Suspension Appeals Procedure (in cases of suspension of more than 5 days duration) – See below

Step 4 – Review of Position on the Programme

Two or more formal warnings in any month or lesser period will normally mean the student will be suspended pending review of their position on the programme at the next staff meeting. This review could result in exclusion from the programme. A student in the Youthreach programme may be excluded before the normal period of up to two years is completed for reasons of serious non-compliance with a Centre's Code of Behaviour.

4.1 Exclusion Procedure – See below 4.2 Exclusion Appeals Procedure - See below

3.2 Suspension Procedure

- When a suspension for a serious incident is being considered, the Co-ordinator will meet the student who is given the opportunity to respond.
- If it is decided that a suspension should take place, the parents/guardians will be informed by letter and/or by telephone. If over the age of 18, the student will be handed a letter and a copy will also be delivered to the parent/guardian in the post.
- Pending the implementation of the suspension, the student may be offered time out. If suspension is to be immediate e.g. in the interest of Health & Safety, parents/guardians will be informed by phone with written follow up.
- When a student is suspended for more than 2 days, the Co-ordinator will inform the AEO in writing.
- In the event of a suspension of more than 5 days duration, the parent/ guardian will be informed of their right to appeal to the AEO and will be given contact details.
- On the student's return from suspension they will meet with the Co-ordinator and/or their key worker for a support meeting.

3.3 Suspension Appeals Procedure (in cases of suspension of more than 5 days duration)

- A parent/guardian has 3 days in which to appeal the suspension to the AEO. If the student appealing suspension is 18 years or over s/he may appeal in their own right.
- The AEO will meet with the student and/or parent/guardian, and with the Co-ordinator.
- The AEO's decision is final and s/he will communicate it in writing to the student and/or parent/guardian.

4.1 Exclusion Procedure

- Youthreach Co-ordinator will notify the AEO in writing that an exclusion is being considered, outlining the reasons why.
- The AEO, together with the Co-ordinator, will meet with the student (and relevant staff members if applicable) to discuss the situation. The student will be given the opportunity to respond. If a decision is made to recommend the exclusion of the student from the programme, the AEO and Co-ordinator will meet with him/her (and with the parent/guardian if s/he is under 18 years) to outline the reasons for the exclusion.
- All exclusions will be put in writing to the student within 5 working days, outlining the notice of exclusion; the reason(s) for exclusion; the student's right to appeal; the appeals procedure (including Appeal Form) and contact details for CEO.
- Where a decision is made to recommend the exclusion of a student, the AEO will formally notify the CEO by letter within 5 working days, outlining reasons for proposed expulsion and steps taken to date.

4.2 Exclusion Appeals Procedure

In the event of a student being excluded from the programme, the following appeals procedure applies:

- A Youthreach student should complete an Appeal Form and return it to the CEO directly within 10 working days of receiving their letter of exclusion.
- The student will be suspended pending the outcome of the Appeal.
- The CEO and his/her nominee will meet with the student (and his/her parents/guardians if under 18 years) within 10 working days of receipt of Appeal Form to discuss the exclusion. S/he will also meet with the AEO and the Co-ordinator. The CEO will be aware of the centre's Code of Behaviour, alcohol/drugs policy and will have access to the student's centre file (re student background, previous behaviour record etc.).
- The CEO's decision on the matter is final and s/he will communicate this in writing to the student and/or parent/guardian.

This Code of Behaviour will be reviewed in October 2025.

Expected Behaviour of Adult students

Edition 4: November 2021

1. Purpose

To set out Donegal ETB's Further Education and Training Service (AES) policy and procedures regarding the expected behaviour of Adult students participating on adult education programmes.

This policy was formulated through a process of consultation with both programme staff and students. It is intended as a guide to the standard of behaviour expected of all who study within the AES. It is envisaged that the observation of the spirit of the Code of Conduct will help create a pleasant working environment within the AES in which the educational objectives and personal development goals of all will be advanced. The aim of the policy is to enable the adult learning environment to function in an orderly and harmonious way, creating an atmosphere which includes respect, tolerance and consideration for everyone.

2. Scope of the Policy

The policy refers to an expected standard of behaviour which applies to all adult students participating in learning activities or programmes managed by the AES. This policy applies to all learning related situations and social situations both within and external to AES premises.

3. Policy Statement

The AES is committed to providing a learning environment which will enrich the lives of our adult students in a friendly, supportive, responsive and challenging way. The expected behaviour of adult students must be underpinned by the principle of respect, outlined in the Code of Conduct; respect by staff towards the adult student; respect by the adult student to staff; respect by adult students to each other and respect by the adult student and staff to members of the general public. Unacceptable behaviour will not be tolerated in the interests of promoting an environment conducive to learning and in maintaining the reputation of the AES as a responsible and professional provider of educational opportunities.

4. Definition

4.1 Learning activity/environment: This refers to all learning opportunities afforded under the programme. Examples include classroom based activities, work experience, social activities organised under the auspices of the programme

4.2 Unacceptable behaviour: The following is among the type of behaviour which is deemed unacceptable:

- Racist, homophobic, sectarian, sexist, ageist or anti-Traveller remarks, jokes and gestures
- Inappropriate language
- Interruption of learning activities on a regular basis

- Bullying and intimidation
- Sexual harassment
- Damaging or stealing property of Donegal ETB
- Damaging or stealing property belonging to a staff member or adult student
- Inappropriate use of equipment
- Copying or plagiarism of work
- Behaviour which may put at risk the health and safety of others
- Substance misuse
- Regular absences
- Reporting to class late on a regular basis
- Other behaviour which is deemed unacceptable by the Programme Manager

5. **Responsibility**

It is the responsibility of the Programme Manager to ensure that the environment is conducive to learning. This will be communicated to all staff and adult students by the Programme Manager. Staff members and adult students should report incidents caused by unacceptable behaviour to either the Tutor or the Programme Manager.

6. **Procedures**

6.1 Unacceptable behaviour may be reported to any staff member. Where unacceptable behaviour does take place, one or more of the following measures may be applied: ▪ Verbal warning

- Written warning
- Temporary suspension from the programme or part of the programme
- Termination of a place on the programme

6.2 The following procedures apply when an adult student is involved in a **serious incident** that in some way affects the rights of other adult students and members of staff in the programme:

- The Programme Manager or his/her designated representative must conduct an investigation into the alleged incident
- The adult student/s may be suspended while this investigation is ongoing
- For all suspensions the adult student should be given a letter outlining:
 - the reason for the suspension
 - the period of suspension
 - invitation to contact the Programme Manager or their representative to set a date to discuss the alleged offence and suspension

- On concluding the investigation, the Programme Manager should apply the appropriate sanction or implement termination procedures if s/he feels this is required

This policy will be reviewed in October 2025.



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SECTION 3

Youthreach Staff and Support Services

Further Education and Training Services Youthreach Staff Support & Supervision

Updated November 2021 Staff Support

A staff support system is currently in place for all staff. It takes various forms and is a combination of some or all of the following:

- monthly staff meetings
 - regular formal and informal meetings with their line manager i.e. programme Co-ordinator or AEO
 - Employee Welfare Officer (see below)
 - staff support sessions
1. An **Employee Welfare Officer** is available to all staff if they find that work or personal issues are affecting their work for Donegal ETB and they would like to seek assistance with or discuss the same. Please contact: Marie Donnolly, Employee Welfare Officer, HR Division on 074 91 61551 (VPN 2551) / 087 9072800 or mariedonnolly@donegaletb.ie
 2. In addition, Youthreach staff can avail of formal staff support through a maximum of six **counselling sessions** funded from the centre's counselling and guidance budget. The cultural ethos of Youthreach centres and the non-formal nature of the education provided in them mean that staff must engage at a personal level with their students. Mentoring, in particular, involves the staff member in establishing good relationships with their students and providing care to them. When, as is frequently the case, the students are vulnerable and dealing with very difficult problems, staff are unlikely to remain emotionally aloof and unaffected. Staff support is necessary to take account of the emotional toll on tutors of working in this way. Provision of formal staff support is also done in recognition that events in the centre may trigger unresolved issues for staff from their own past or that are still operating in their present situations. The main function of this kind of professional support is to establish clear boundaries around what is – and what is not – the responsibility of the staff team.
 3. Youthreach teaching staff can also avail of **consultative support** on teaching/instructionrelated issues/difficulties on a one-to-one basis from the ETB's Educational Psychologist Martin Gallen. They should contact Martin on 074 91 68631 or martingallen@donegaletb.ie

Please also see the following:

- *YOUTHREACH Child Protection Policy;*
Section 5: Staff Supervision & Support for Full and Part-Time Staff

Staff Supervision (Guidance and Counselling)

Guidance and Counselling staff may have their supervision paid for by Donegal ETB.



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SECTION 4

Programmatic Procedures in Youthreach

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1. AIM, OBJECTIVES & KEY CHARACTERISTICS OF THE YOUTHREACH PROGRAMME *(as per Framework of Objectives)*

Aim:

To provide participants with the knowledge, skills and attitudes required to successfully make the transition to work and adult life and to participate fully in their communities.

Objectives:

Foundation Phase - to enable participants to recognise and respond positively to their learning difficulties, to help overcome them and develop self-confidence and the skills and competencies essential for further learning, for employment and adult life.

Progression Phase - to provide for more specific development through a range of education, training and work experience options which will complement and build on the Foundation Year and promote their access to mainstream education, further education, training and employment opportunities.

Key Characteristics:

The key features of a good centre are considered to be:

- A focus on the holistic development of the individual
- A team approach to the running of the centre, with staff agreement on a mission statement and centre policies, and with delivery of the programme subject to ongoing self-appraisal and review
- A safe learning environment
- A programme which is participant centred and participant led
- A staff that is open, facilitating and animating rather than teaching
- Focused on the core competencies of literacy/numeracy, communications, teamwork, analysis and decision-making
- The provision of a range of vocational disciplines with new technologies
- National certification
- A strong community base with good contact with local agencies

2. ASSESSMENT

2.1 A programme of training, education and development should be agreed with each trainee within the available resources.

(See also section 4 – Monitoring/Review, overleaf)

3. ATTENDANCE

3.1 The presence of trainees in the centre should be formally recorded each day.

3.2 Tutors/Instructors should maintain records of attendance/performance for their weekly sessions.

3.3 Each trainee should be provided with a handbook at induction which includes a code of conduct covering:

- i. Attendance and Punctuality
- ii. Aggression/Bullying/Violence
- iii. General Behaviour
- iv. Substance/Alcohol Use/Misuse

3.4 The code of conduct must comply with centre/ETB/national policies.

4. MONITORING / REVIEW

4.1 A staff review of each trainee's progress and performance should take place a minimum of three times a year, including a feedback discussion with the trainee.

4.2 While the normal duration of each phase is estimated as being a year, the Foundation and Progression programmes are phases where the length of time needed to attain the required level is based on each individual's learning needs. The reasons for this extension should be documented.

4.3 Each YOUTHREACH centre has a pay and non-pay budget as determined by the Department of Education & Skills.

Coordinators are required to implement and monitor the programme in accordance with Department of Education & Skills guidelines for pay and non-pay budgets and to deploy these resources in accordance with the requirements of the programme.

5. WORK EXPERIENCE

5.1 Work experience should be properly monitored with specific reference to attendance and evaluation.

6. ACCREDITATION

6.1 All YOUTHREACH centres offer QQI Awards.:

- QQI 1
- QQI level 2
- QQI Level 3
- QQI Level 4

Other programmes offered may include the following:

-
-
- SP
- HE ▪
- EC
- DL
- OCN
- Safe Pass
- First Aid
- Manual Handling
- Driver Theory
- Barista Training
- Gaisce
- Digital Citizenship

where

- QQI
- CERT, Teagasc, BIM etc.
- ICDL (European Computer Driving Licence) is a certifying body
- OCN (Open College Network) is a certifying body

In respect of QQI provision, please refer to the Quality Assurance application submitted by Further Education and Training Services to QQI.

7. COUNSELLING

7.1 A counselling service is provided for trainees. Funding is dictated/restricted by the Department of Education & Skills. It currently stands at 2.5 hours per group of 25 trainees.

7.2 Individual centres should spend their counselling budget in a way which best meets the requirements of their centre and the Department of Education and Skills. The range of options currently being followed includes a regular counsellor coming into the centre on a weekly basis; buying in a counselling service on a needs basis; counsellor doing a mixture of counselling and group work sessions.

7.3 Opportunities should be made for the provision of external support for staff.

8. CODE OF PRACTICE

8.1 Each YOUTHREACH centre should have the following policies at a minimum:

- a) Alcohol
- b) Bullying
- c) Child Protection
- d) Drugs
- e) Equality
- f) Health & Safety
- g) Internet Usage
- h) Suicide

8.2 Where appropriate, ETB policies should be adopted; otherwise policies developed by YOUTHREACH should be adopted by the Board.



etb

Bord Oideachais agus
Oiliúna Dhún na nGall
*Donegal Education and
Training Board*

***Further Education and Training Service
Youthreach Programme Youthreach
Specific Policies***

SECTION 5

***Alcohol, Drugs & Tobacco Policy & Guidelines for Staff
Edition 3: November 2021***

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1. Introduction

1.1 Why Have an Alcohol, Drugs & Tobacco Policy and Guidelines?

Donegal ETB's Youthreach programme has contact with students all over the county. Many of them, for one reason or another, are vulnerable and at risk of developing problems with drugs.¹⁸ Youthreach staff are in some way unique in their ability to reach out to these students, including those who have an ambivalent or negative attitude to more formal education, health and social services. They build up trust and relationships with these students and may be among the only adults whom they trust or the only adults perceived as willing to relate to them on their own terms.

In recent years, the prevalence of alcohol, tobacco and drugs misuse has been growing amongst young people in particular both in Ireland and throughout the European Union. [However,] the proportion of young [Irish] people presenting for treatment has decreased,¹⁹ with cigarettes and alcohol being the most misused substances amongst the Traveller community.²⁰ Although many of the students have never used, and never will use, illicit drugs, there is evidence from several sources that drug use has increased considerably in recent years, particularly among young people. 'It appears that compared to other countries, the level of substance use is higher in general among young people in Ireland than elsewhere.'²¹ Evidence suggests that those at highest risk of abusing drugs are those who have left school early.²²

Alcohol remains the most common drug used and misused by young people. Rates of binge drinking and drunkenness among young people in Ireland are among the highest in Europe. 'The 1999 international ESPAD report (*European School Survey Project on Alcohol and Drugs*) report found that Irish boys and girls aged 16 year are among the highest alcohol abusers in Europe in terms of binge drinking and drunkenness.'²³ Tobacco use is also high among young people in Ireland and young girls are smoking significantly more than young boys. The progression of use of tobacco and alcohol to cannabis and, then, to other drugs is a consistent feature in a number of studies conducted on young people.²⁴ Although it is not inevitable that those who smoke and/or drink will progress onto cannabis and/or other drugs, there is a higher risk of those who smoke or drink alcohol than among those who are non-smokers and non-drinkers. Illicit drugs are considered to be most accessible at private parties closely followed by pubs and clubs.²⁵ Cannabis is the most popular illicit drug; a small percentage of young people are also increasingly likely to

¹⁸ A drug is defined as 'a chemical that causes changes in the way the human body functions mentally, physically or emotionally. This description includes many materials we normally think of as drugs as well as things we might not usually consider to be drugs such as coffee, tea, alcohol, solvents and tobacco.' (Corrigan, Desmond Dr. *Facts About Drugs Misuse in Ireland*. Department of Health & Children, Health Promotion Unit. Dublin, 2002, p.8)

¹⁹ Department of Tourism, Sport and Recreation. *Building on Experience. National Drugs Strategy 2001-2008*. Government Stationary Office, Dublin, 2001, Sections 2.7.1, 2.7.2

²⁰ *Ibid.*, Section 2.8.6

²¹ Morgan, M. *Drug Use Prevention. Dublin*. National Advisory Committee on Drugs, Dublin. 2001

²² See Section 2.7.11 and 2.7.12 of Department of Tourism, Sport and Recreation. *Op. cit.*

²³ Department of Health & Children, Health Promotion Unit. *Strategic Task Force on Alcohol. Second Report*. Dublin, September 2004, p. 10

²⁴ Department of Tourism, Sport and Recreation. *Op. cit.*, Section 2.7.9

²⁵ *Attitudes and Opinions of Young People in the European Union on Drugs*. Euro barometer 57.2, 2002

experiment with ecstasy, LSD, Amphetamines and a range of other substances. Use of inhalants is common in Ireland, with over 20% of young people saying that they had used inhalants (e.g. glue or aerosols) to get high. This figure is the highest in Europe (ESPAD). Cocaine use is also on the increase according to the National Drugs Strategy 2001-2008.

Heroin is confined mainly to particular geographical locations particularly in the Dublin area. It is usually associated with social disadvantage. There are different estimates of the prevalence of heroin among young people in Ireland. Practitioners however are of the opinion that heroin use is now a feature of other cities and provincial towns.

The Youthreach programme in Co Donegal is committed to the development, health and wellbeing of all its students. Acknowledging the increase in drug use and misuse among young people in Ireland, and recognising the unique contribution Youthreach can make to both the alcohol and drugs issue in the county, the programme has developed this policy and guidelines as part of our response.

1.2 Drugs Misuse

The nature and extent of drugs misuse varies depending on a variety of different factors.

It is widely accepted that there is no single reason why a person uses or misuses drugs. Drugs may be used initially for pleasure and excitement, out of curiosity, because they are readily available or to escape from some problem or worry. People also become dependent on drugs for a variety of reasons. It may be because the drugs give emotional security and relief from stress and the person comes to feel unable to cope without them; it may be because the person comes to physically need more and more of a drug to feel the same effects.

The factor affecting the experience of drug taking are not limited to the drug itself, but comprise characteristics of the individual and the environment. These include the expectations of the individual, the individual's physical and mental state, his or her ability to cope with stress, local patterns of drug use, family history of drug use and the surroundings in which the drug is consumed.

It is important to discriminate between the different levels of drug use. Use varies from once-off experimentation to occasional use, to regular but controlled use, to chaotic use where the person's health and/or family/social/occupational functioning is impaired.

People who misuse drugs come from all backgrounds and are of all ages. Nonetheless, problems rarely occur in a vacuum and there are strong links between substance misuse and truancy, early school leaving, family break-up, initiation into criminal activities, unemployment, homelessness and other features of social exclusion.

2. Policy Statement

It is the policy of Donegal ETB's Further Education and Training Service's Youthreach programme that, working within the ethos of the programmes, staff and tutors will seek to prevent drug misuse and drug-related harm among all students involved in the Youthreach programme and will seek to promote a healthy lifestyle.²⁶

The review date for this policy June 2012.

²⁶ Co Donegal ETB's Adult Education Services is committed to providing a learning and working environment that is smoke-free and free from alcohol and drug abuse for its students, students, staff, tutors, contractors, visitors and guests.

3. Guidelines *

3.1 Tobacco ²⁷

- Smoking is actively discouraged at all times
- However, the Youthreach programme recognises that some students smoke. As long as he/she adheres to the Youthreach smoking guidelines, no student should be excluded from Youthreach because he/she smokes
- Where smoking is permitted, it is allowed during breaks in the designated smoking area and a safe bin will be provided for the disposal of cigarette butts and other litter²⁸
- Where allowed, smoking must be in accordance with statutory requirements²⁹ and centre rules. Staff are not responsible for implementing parental rules on smoking
- Staff must not purchase cigarettes/tobacco for or supply cigarettes/tobacco to students (i.e. those aged 18 years and under). Any purchase or supply of cigarettes/tobacco in contravention of this may lead to disciplinary sanctions against staff
- Staff must not request students to buy cigarettes on their behalf
- The Youthreach programme will encourage and support students who wish to stop smoking

²⁷ Tobacco use is highest among young people in Ireland and young girls are now smoking significantly more than young boys. Smoking poses serious health risks, both to those who smoke and to those who smoke passively, i.e. by inhaling the smoke of others' cigarettes. According to the Department of Health, approximately 6,000 deaths in Ireland per year attribute to smoking.

²⁸ Since 29 March 2004 smoking is banned by Donegal ETB in all workplaces as part of their obligations under the Public Health (Tobacco) Act, 2002. It should be noted that while centres should provide a designated smoking area, they are not legally obliged to provide smoking shelters.

²⁹ Public Health (Tobacco) Act, 2002 (Section 47, p.31). The Act may be viewed on the Office of Tobacco Control's website at www.otc.ie/legislation_national.asp

3.2 Alcohol³⁰

- Students and staff must not bring alcohol to any of the Youthreach centres or to any Youthreach operated programme, activity or event.
- Alcohol must not be served at a Youthreach event primarily involving young people.
- Students must not consume, or be under the influence of alcohol during any Youthreach programme, activity or event, or on any premises under the control of Donegal ETB.
- Staff must not consume, or be under the influence of alcohol, while working with Youthreach students – this includes overnight trips/residentials.
- Staff must not purchase or supply alcohol to Youthreach students. Any purchase or supply of alcohol in contravention of this may lead to disciplinary sanctions against staff.

3.3 Illicit (including Psychoactive Substances) Drugs & Solvents³¹

- Students or staff must not use, possess or supply any illicit drugs or misuse solvents during any Youthreach programme, activity or event or on any premises under the control of Co Donegal ETB.
- Students or staff under the influence of illicit drugs or solvents will not be allowed to take part in any Youthreach programme, activity or event.
- Students should always be supervised when using potentially harmful art materials, cleaning products or other solvents.
- Where possible, non-toxic art and cleaning supplies should be purchased
- When not in use, solvents should be stored in a locked room or cupboard

3.4 Over-The-Counter Drugs³²

- Over-the-counter drugs should not be kept in a Youthreach First Aid box or stored in a Youthreach centre.

It should be noted that under special circumstances, students under the age of 18 years may have reason to be present at a Youthreach event, primarily for adults, where alcohol is available. In such a situation, parents and students must be informed of this situation and of the Youthreach guidelines on alcohol. Written parental/guardian permission for students to attend such an event should be obtained. In addition, designated adults (tutors), who will not consume alcohol, should be available to the students at all times. However, where possible, all events related to Youthreach students will attempt to be held in a venue with no alcohol present. *At events where alcohol is available, all legal regulations must be adhered to.*

³⁰ Alcohol is the most common drug used and misused by young people and adults in Ireland. Prolonged heavy drinking has a serious effect on a person's health and, often, on his/her family, social, and occupational functioning. Alcohol is also implicated in many road accidents and is often associated with other breaches of the law.

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The use of illicit drugs and solvents by young people in Ireland has increased markedly over the past decade. While cannabis is the most common illicit drug, solvent use is also exceptionally high, illicit drugs and solvents pose a very serious threat to young people in Ireland. The health, social and legal consequences of use can be disastrous. This also includes psychoactive ('headshop') substances that may become available in the lifetime of this policy, not specifically named herein.

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All drugs pose risks and over the counter drugs can have negative side effects, cause allergic reactions, or can be misused. Cough medicines, anti-histamines, paracetamol, aspirin, codeine and laxatives are among the over the counter drugs that may be misused.

- Staff should never administer over-the counter drugs to students (of any age).
- Youthreach students or staff should not have potentially unsafe quantities of over-the-counter drugs in their possession. Staff should actively discourage this practice.

3.5 Prescription Drugs³¹

- A Youthreach student should have evidence of a prescription for any prescription drugs in his or her possession.
- Subject to parental/medical consent, staff should store prescription drugs when necessary (e.g. on an overnight trip).
- Only with parental/medical consent, should staff remind a student to take prescription drugs.
- Particular cases (e.g. students with diabetes) should be dealt with on a case-by-case basis as they present themselves.

*** STAFF WHO BREACH ANY OF THE ABOVE GUIDELINES WILL BE DEALT WITH ACCORDING TO DONEGAL ETB STAFF DISCIPLINARY PROCEDURES.**

See also Co Donegal YOUTHREACH Programmes – Alcohol, Drugs & Tobacco Policy: Students & Parents/Guardians (Edition 2: July 2011)

³¹ It is possible to misuse or to become dependent on prescription drugs. People often develop problems such as dependence, lethargy and the risk of overdose with prescription drugs, e.g., benzodiazepines (tranquillizers).

4. Managing Alcohol/Drug-Related Situations

4.1 Management of Alcohol/Drug-Related Situations

Any evidence of, suspicion of, or concern about an event involving alcohol or drugs constitutes an alcohol/drug-related situation.

Potential alcohol/drug-related situations include:

- A student who arrives at a Youthreach centre under the influence of alcohol
- A student who seeks help for a drug-related problem
- Parent/guardian expresses concern about a student's drug use
- Drug-related litter found in a centre
- Medical emergencies where a student may be unconscious

Assessing the Situation

In deciding how to manage an alcohol or drug-related situation, staff will have to establish the facts and assess the seriousness of the situation. Considering questions such as whether alcohol or drug use is suspected or confirmed, or whether the student was pleasure seeking or in personal turmoil, will help build a whole picture of the situation and plan the best possible response. Assess the risk or danger to the safety of the other students and staff from the intoxicated person.

In any incident involving alcohol or drugs, the most urgent question is always whether medical help is needed. A medical emergency exists if a student is unconscious, is having trouble breathing, is seriously confused or disorientated, has taken a harmful toxic substance or is otherwise at immediate risk of harm.

In case of a medical emergency, ***or if there is any doubt***, send for medical help (doctor or ambulance) immediately and inform the student's parent/guardian. Ensure you have the number of a local doctor available at all times. Apart from immediate first aid, any medical emergency should be attended by appropriate medical staff.³² (*See also Section 4.2 Drug Situations – Medical Emergencies, p.12*)

Arranging for Safe Removal of Drugs or Drug-Related Litter

Staff should, if possible, remove drugs from possession of the student and place in a locked container. Another staff member must witness this action. The substance must then be handed over to Gardaí at the earliest available opportunity. Staff are strongly encouraged to develop a good working relationship with the local Gardaí and particularly the JLO (Juvenile Liaison Officer), who can offer support and advice on this matter.

³² If consent is required for immediate medical treatment for a student, staff may provide this if the situation is lifethreatening and immediate parental/guardian consent is not available.

Staff have no option but to follow the course of action for the removal of drugs or drug-related litter, as stated in the guidelines, if they become aware that any student is in possession of a drug as otherwise they themselves could be guilty of the crime of aiding and abetting possession.

Arranging to Meet and Talk with the Student after the Incident

Do not judge, accuse or interrogate the student. Instead, try to remain calm and create a supportive atmosphere in which to talk and listen to the student. Acknowledge the student's personal responsibility for his/her behaviour. Also, be aware that the student may deny drug use. *Do not promise confidentiality* and be prepared to consult with/refer the student to relevant others if necessary.

Recording the Incident

It is important to keep a written record of any alcohol/drug-related incident. (*See Appendix 6: Alcohol/Drug-Related Incident Report Form, p.30*). The information on this report form is confidential and will be kept in a locked filing cabinet. However, any such report form is subject to production by law.

Reporting the Incident to the Adult Education Officer (AEO)

Staff should not handle a drug-related incident alone. Always report the incident immediately to the Centre Coordinator in the first instance who will then report the incident to the AEO as soon as possible. The AEO can then assist with working out a plan of action.

Involving Parents/Guardians

Parents/guardians will usually need to be involved when there has been an alcohol/drug-related incident. If you feel that a student should be sent home, it would be appropriate to accompany them and support them through this situation. When talking to parents/guardians about an alcohol/drug-related incident involving their child (under 18 years of age), it is important to handle the situation sensitively. Parents of other students may also need assurance.

If, by reporting the incident to parents/guardians, you feel that the safety of the student (if under 18 years of age) may be put at risk, please refer to the Youthreach Child Protection Policy.

Involving Others

It is important for centres to develop a good working relationship with the Health Services Executive (HSE) North West and drugs services, as it may be appropriate to liaise with these services, or to refer students to them. If, for example, a student is regularly misusing drugs, he/she may need professional treatment or counselling.

For a list of local support services and referral agencies see *Appendix 5: Support Services & Referral Agencies, p.29*.

Considering the Needs of the Rest of the Students

Although your immediate concern will be for the student directly involved in an alcohol/drug-related incident, there may be issues that need to be addressed with the other students as a whole.

Confidentiality³³

There may be times when it is necessary, or in the best interests of the student, for staff to discuss matters pertaining to the student with relevant others. The communication of information about a student involved in an alcohol/drug-related incident should be confined to those who need to know this information. Furthermore, any written communications about the matter should be marked '**Strictly Private & Confidential – Addressee Only**'.

Media

Do not discuss any alcohol/drug-related situation with the media. Staff should refer any queries to the AEO.

4.2 Drug Situations – Medical Emergencies

The procedures for a medical emergency apply when a student is at immediate risk of harm. A student who is unconscious, having trouble breathing, seriously confused or disoriented or who has taken a harmful, toxic substance, should be responded to as an emergency.

IF IN ANY DOUBT, CALL MEDICAL HELP

Before Assistance Arrives

Inform parent/guardian.

If the student is conscious:

- Call the first aid staff member
- Ask the student what has happened and attempt to identify any drug
- Collect any drug sample and any vomit for medical analysis ▪
Act according to first aid best practice

If the student is unconscious:

³³ See also Donegal ETB Further Education and Training Services. *Confidentiality of Information Policy*. Edition 3: November 2019

- Do not move the student if a fall is likely to have led to spinal or other serious injury which may not be obvious
- Ensure the student can breathe and place in the recovery position
- Establish what has happened with friends/other students and if they can identify any drug(s) used
- Do not give anything by mouth
- Do not attempt to make the student sit or stand
- Do not leave the student unattended or in the charge of another student

When Medical Help Arrives

- Pass on any information available, including vomit and any drug samples
- If necessary, arrange for an appropriate adult to accompany the student to hospital
- Contact appropriate persons and complete an alcohol/drug-related incident report form as soon as you have dealt with the emergency

4.3 Guidelines for Meeting with Parents/Guardians

It is important that students involved in alcohol/drug-related situations are not isolated or marginalised. Youthreach needs to support parent/guardian involvement in order to ensure that the student's needs and issues are dealt with appropriately and sensitively.

▪ Set up a meeting as soon as possible between the staff, student and parent/guardian
Depending on individual circumstances, it may be appropriate for staff to meet with parent/guardian first

- Decide with parent/guardian if others need to attend
- Agree the time of the meeting with the student and parent/guardian
- Make sure there is enough time set aside for the meeting and that the room is free from intrusion

Putting Parents at Ease:

- Be aware of the fears or anxieties parents/guardians might have
- Empathise with the family circumstances
- Recognise the responsibility and expertise of parents/guardians
- Build alliance with parents/guardians

Content of Meeting:

Treat parents/guardians supportively. This is a crisis for them.

- Talk about specific things you have noticed in relation to the student's behaviour
- Pass on the concerns of the centre
- Seek the concerns of the parents/guardian
- Outline the Youthreach policy and guidelines
- Acknowledge the student's personal responsibility for his/her behaviour and his/her role in deciding what to do next
- Ask parent/guardian how they feel and how Youthreach can have a positive input on the student's situation
- Inform them of the support services available to them and their son/daughter outside Youthreach
- Arrange for a follow-up meeting if necessary

4.4 Guidelines for Working with a Group Following an Alcohol/Drug-Related Incident

Alcohol/drug related incidents can affect everyone in a centre and appropriate follow-up work is essential, especially where students and staff have witnessed an incident directly. The Youthreach programme recognises the importance of the group process as a tool for the personal and social development of students and therefore strives to ensure adequate support of all students within centres who have been exposed to any type of alcohol/drug-related incident.

During An Incident

- Keep calm when talking to the group
- Isolate the group from the scene and the student(s) involved
- Do not leave the group alone – arrange for a staff member to supervise
- Where appropriate/feasible stop the session and contact parents/guardians or arrange transport home for the group
- Be aware of the fears and anxieties of group members and show your support to them

Immediately After the Incident

- Be prepared to change your session plan to accommodate a discussion/evaluation of the event
- Reassure other students that the student involved in the incident is getting help
- Give follow-up information to the group about the condition of the student involved in the incident (only where appropriate and with parental consent)
- Ensure that each student gets home safely and notify parents of the event stating only the facts as they relate to his/her child
- Where a group is unable to go home early arrange for supervision of the group
- If necessary, outline the Youthreach Alcohol, Drugs & Tobacco Policy & Guidelines to parents

Do

- Encourage the group to talk among themselves over a cup of tea etc.
- Practice active listening
- Encourage reflection about what other students would do if they were in the same situation
- Be flexible and cancel the structured session if the group want/need to continue the discussion
- Agree on follow-up sessions with outside agencies where appropriate and/or design preventative education/harm reduction workshop/ programme for students
- Show and express your concern, fears, and anxieties about the student involved in the incident
- State facts only and play down any scare mongering among the students
- Arrange to speak privately to members of group where necessary

Don't

- Change the subject or forbid discussion about the event
- Make personalised judgments or jump to conclusions
- Accuse other students of collaboration even if there are suspicions. The group setting is not an appropriate place for this
- Question other students about where the drugs came from
- Instruct/lecture on what they should do in a similar situation
- Start an activity without first getting closure within the group
- Question other students about where the drugs came from

4.5 Summary – Alcohol/Drug-Related Incident Checklist

GUIDING PRINCIPLE: ENSURE THAT YOUR RESPONSE BEST PROTECTS THE WELFARE OF THE STUDENT

In the event of an alcohol/ drug related incident:

- Follow the guidelines for correct procedures
- Don't overreact; try to stay calm
- Assess the situation

If medical help is required or if there is any doubt:

- Send for an ambulance or doctor immediately

If medical help is not required/after medical emergency has passed:

- If possible, obtain substance from the student
- If substance is an illicit one, place in a lockable container in the presence of another member of staff
- Hand substance over to Gardaí for testing and disposal at earliest opportunity (consult centre Coordinator or AEO first)
- Dispose of alcohol with another member of staff as a witness and record in writing
- Separate the student involved from the rest of the group and keep under observation to ensure their immediate safety
- Do not attempt to discuss the incident with the student while he or she is under the influence of a substance
- Avoid being on your own with the student
- Avoid confrontation – don't judge, accuse or interrogate the student
- Do not promise confidentiality
- Ensure safe return of the student to home at the earliest opportunity
- Arrange to meet and talk with the student involved in the incident
- Document the full statement of events (*See Appendix 6: Alcohol/Drug-Related Incident Report Form, p.30*) and sign it. Another staff member acting as a witness must also sign it
- Report the incident to the centre Coordinator/AEO
- Involve the student's parents/guardians
- Involve others as appropriate
- Consider the needs of the rest of the group

Suspicion of an Alcohol/Drug-Related Incident:

- Monitor situation
- Do not make accusations
- Be careful who you inform – should be on a need to know basis

- Remember suspicion is not grounds for making allegations and be careful with whom you discuss situation

Do's & Don'ts

- Do follow all statutory requirements
- Do discourage smoking
- Do store solvents in a locked room or cupboard
- Do supervise students when using potentially harmful art materials, cleaning products or solvents
- Do ensure students have evidence of prescriptions for prescription drugs

- Don't purchase or supply cigarettes/tobacco to students
- Don't allow alcohol in the centre
- Don't consume alcohol or be under the influence of alcohol while working with students
- Don't allow any illicit drugs or unsupervised use of solvents during the Youthreach programme or at any other activity/centre being used by Youthreach
- Don't allow any student or staff member under the influence of illicit drugs or solvents to take part in any Youthreach programme/activity (including getting on centre buses)
- Don't store over-the-counter drugs in a centre First Aid box or in any Youthreach centre
- Don't administer over-the-counter drugs unless under the instruction of qualified medical personnel or parent/guardian
- Don't administer prescription drugs to students

5. Education

5.1 Prevention & Education

It is well known that 'having experts warn young people about the dangers of drug use is quite ineffective in preventing subsequent experimentation.'³⁴ Therefore 'if young people are to make informed responsible choices about drugs...those choices must be based on a full knowledge of the consequences of decisions to use drugs.'³⁵

Prevention covers a broad range of strategies aimed at building strengths and competencies, preventing problems and minimizing harm.

In light of the above, the Youthreach programme is committed to all levels of drug prevention³⁶:

1. Preventing the onset of drug use/experimentation

³⁴ Corrigan, Desmond Dr. *Facts About Drugs Misuse in Ireland*. Department of Health & Children, Health Promotion Unit. Dublin, 2002, p.2

³⁵ Ibid.

³⁶ The use of the word 'drugs' here refers to alcohol, drugs and tobacco

2. Reducing the harm associated with drug use/misuse
3. Preventing the escalation and recurrence of drug misuse

The Youthreach programme has a broad and holistic approach to prevention that focuses on facilitating activities and behaviours, which are likely to lead to healthy growth and development of Youthreach students. Specifically Youthreach will:

- Implement drugs education programmes where appropriate and possible³⁷
- Follow guidelines for best practice in drugs education
- Engage students in health promoting activities and activities that build the strengths and competencies of the students
- Where appropriate, play a supportive role in the treatment of drug misuse by complementing those services offered by health care professionals and others

Training

Staff will be offered training in the use of this Policy & Guidelines. Staff will also be encouraged and facilitated to avail of First Aid training.

5.2 Guidelines for Best Practice in Drug Education

Drug prevention and education is an integral part of the work of the Youthreach programme in encouraging students' involvement in the community and the undertaking of constructive activities. It is in essence a protective factor.

1. Be Realistic

- Substance misuse is a complex problem with multiple causes
- The impact of education is limited

2. Start as Early as Possible

- It is best to try to deliver drugs education to students before they are likely to begin experimenting or as soon as they enter the Youthreach programme

3. Tailor the Programme to Suit Student Needs

- Ensure it is suited to their age/developmental level
- Consider factors such as genders and culture
- Ensure it is relevant – take account of the group's knowledge, attitudes and experiences

³⁷ These education programmes will focus on legal as well as illegal drugs as an exclusive focus on illegal drugs has limited effectiveness.

4. Involve Others

- Parents, HSE, Gardaí, community, media, etc.
- As a general rule, additional components and the involvement of as many interested parties as possible strengthens a programme

5. Use Interactive Approaches

- Discussion, role-play, group work, games and/or peer education

6. Go Beyond Information Provision

- Accurate drug information is only one part of drugs education. Life skills such as decisionmaking, coping skills, peer-resistance and communication skills should also be included

7. Choose Drug Education Resources Carefully

- Are the resources theory and research based?
- Popular/Well marketed ≠ Effective

8. Avoid Propaganda

- Scare tactics, moral lecturing and 'Just Say No' approaches do not work
- Propaganda exaggerates danger, limits discussion and perpetuates stereotypes

9. Long-Term Programmes are Best

- Short-term and 'one-shot' approaches tend not to work

10. Monitor & Evaluate

Appendix 1 *Basic Facts about Drugs*³⁸

<i>DRUG</i>	<i>STREET / SLANG NAMES</i>	<i>WHAT IS IT?</i>	<i>SHORT-TERM EFFECTS</i>	<i>LONG-TERM EFFECTS</i>
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³⁸ In terms of effects, it should be noted that all or a combination of any of the above, may, in certain circumstances lead to death.

Alcohol	Drink, Booze, Grog	A depressant drug, alcohol comes in liquid forms such as wine, beer, spirits etc. and is taken orally	Feelings of relaxation and increased confidence leading to loss of inhibitions and self-control. Risk of blackouts	Dependency, damage to brain, liver and stomach
Amyl Nitrite	Poppers, Rush, Liquid Gold	Amyl Nitrite comes in liquid form in small bottles; the vapour is inhaled through the nose	Immediate rush, reduction of inhibitions and relaxation of muscles	Tolerance can develop. There s no adequate research on the long-term effects of amyl nitrite use
Amphetamine	Speed, Whizz, Uppers, Dexedrine, Ritalin	A stimulant, amphetamine generally comes in powder form and is usually swallowed or sniffed, although it is sometimes injected	Increased energy, alertness and confidence. Nervousness or panic	Damage to organs
BD (1,4-Butanediol)	Found in the following products: Thunder Nectar, InnerG, Amino Flex, Rejuv+Nite, Liquid Gold, Thunder, Serenity, X-12 and N-Force.	BD is a colourless and almost odourless substance and, like alcohol, is often mixed with juice and soft drinks. Turns into GHB when ingested	Relaxation, sleepiness, vomiting, incontinence, decreased consciousness, respiratory depression and death	Frequent use of 1,4butanediol can result in physical and psychological addiction and potentially severe withdrawal symptoms
Benzodiazepines * (Sedatives / Tranquillisers)	Benzos, Bennys, Pills, Sleepers, Valium, Mogadon, Rohypnol, Ativan	Benzodiazepines are minor tranquillisers, they are usually taken by mouth but are sometimes injected	Calms and sedates, reduces anxiety and promotes sleep. Very dangerous when mixed with alcohol	Possible lethargy and weight gain
DRUG	STREET / SLANG NAMES	WHAT IS IT?	SHORT-TERM EFFECTS	LONG-TERM EFFECTS

<i>Caffeine</i>	Found in coffee, tea, cola, medicines, Red Bull etc.	The most widely used drug worldwide, caffeine is a stimulant and is taken orally	Increases alertness, delays sleep	Possible anxiety, headaches, insomnia
<i>Cannabis</i>	Marijuana, Dope, Pot, Grass, Ganja, Blow, Weed, Hash	Cannabis comes in herb, resin and oil form; it is usually smoked or can be taken in yoghurt, cookies, buns etc	Relaxation, talkativeness and altered perception. High doses can lead to hallucination and anxiety attacks	Short term memory loss, links with cancer and reduction in male virility
<i>Cocaine</i>	Coke, Snow, Charlie, Nose Candy, Flake, Blow, Big C, Lady, White, Snowbirds	Cocaine is a stimulant and usually comes in a white powder form that is snorted up the nose	Increases alertness, provides feelings of great confidence and strength	Dependency, damage to nasal passages and organs
<i>Crack Cocaine</i>	Crack, Rock, Freebase	Crack cocaine is derived from powder cocaine. White to tan pellets or crystalline rocks. Smoked	Increases alertness, provides feelings of great confidence and strength	Smoking crack cocaine can produce a particularly aggressive paranoid behaviour in users
<i>Ecstasy</i>	E, MDMA, XTC, Doves, Mitsubishies	Both an hallucinogenic and a stimulant, Ecstasy is usually swallowed in tablet form	Feelings of happiness and empathy, stimulation, altered sensory perception, nausea, sweating, a rise in body temperature that may lead to heat stroke and coma	Damage to organs
<i>Gamma Hydroxybutyrate (GHB)</i>	GHB, G, Liquid X, Liquid E, GBH, Gamma-oh, Blue Verve	GHB is a central nervous system depressant. It is odourless and has a slightly salty taste	Euphoria, dizziness, drowsiness, vomiting, seizures and coma	Physical addiction
<i>DRUG</i>	<i>STREET / SLANG NAMES</i>	<i>WHAT IS IT?</i>	<i>SHORT-TERM EFFECTS</i>	<i>LONG-TERM EFFECTS</i>

Heroin	Gear, Smack, Junk, Skag, H, Brown.	Heroin is an opiate and comes in powder form that varies in	Feelings of warmth, drowsiness and	Dependency. Injecting heroin carries dangers of
		colour from white to brown. It can be smoked or injected	euphoria. Overdose can lead to coma and death	infection including HIV and Hepatitis
Ketamine	K, Special K, Vitamin K, Kit-Kat	Ketamine is an anaesthetic used mainly on animals. It usually comes as a liquid although it is also found as a white powder or pill. It can either be snorted or swallowed or injected as a liquid	Ketamine commonly elicits an out-of-body or near-death experience; loss of coordination, sense of invulnerability, muscle rigidity, aggressive/violent behaviour, slurred or blocked speech, exaggerated sense of strength and a blank stare	Long-term effects include tolerance and possible physical and/or psychological dependence
LSD	Acid, Trips, Microdots	LSD is an hallucinogenic drug that usually comes on small squares of blotting paper. It is taken orally	Heightened sensory experience, hallucinations, panic attacks, dizziness, bad trips	Flashbacks. Possible depression or paranoia
Magic Mushrooms	'Shrooms, Mushies, Liberty Caps	Hallucinogenics that grow in the wild, magic mushrooms are dried and then either eaten or used to make tea	Heightened sensory experience, hallucinations, nausea, bad trips	Flashbacks
Methadone (Physeptone)	Phy, Green	Methadone is an opiate, in Ireland it comes in green liquid form and is taken orally	Possible lightheadedness, dizziness, nausea or vomiting	Possible respiratory depression and low blood pressure
Over-the-Counter Medicines	OTC Medicines	Drugs that can be bought without a doctor's prescription	Various	Various

DRUG	STREET / SLANG NAMES	WHAT IS IT?	SHORT-TERM EFFECTS	LONG-TERM EFFECTS
Phencyclidine (PCP)	Angel Dust, Hog, Rocket Fuel, DOA, Peace Pill, Loveboat, Lovely	Usually classified as a hallucinogen. Also has the effect of a stimulant. Comes as a liquid, white crystalline powder,	Depends on the dose; delirium, visual disturbances and hallucinations	As with many other drugs, regular users of PCP may develop a tolerance to the drug
		pills or capsules. Can be eaten, snorted, injected or smoked	and, occasionally, violence	
Prescription Drugs		Medicines that can be obtained, legally, only on the order of a doctor or dentist	Various	Various
Solvents	Volatile substances, includes glue, aerosols, fuels and cleaning products	A product's gases or chemical fumes are inhaled, usually through the mouth	Light headedness, hallucinations, nausea, vomiting, asphyxiation. Risk of sudden death	Risk of damage to brain function
Tobacco	Fags, Smokes, Cigarettes	Tobacco is a mild stimulant and is generally smoked	Feeling of relaxation, increased heart rate and blood pressure	Dependency, cancer, heart disease and ulcers

Notes:

- *Different people react differently to drugs and the effects listed above are intended as a rough guide only*
- *Rates and patterns of drug use are constantly changing and you may wish to refer to up-to-date research*

* Tranquillisers fall into two main groups:

- Major which are used for serious mental illness such as Chlorpromazine
- Minor used to control anxiety and stress and to induce sleep at night. These are the most frequently prescribed, particularly the benzodiazepine type. Benzodiazepine can be further divided into the Anxiolytics (anti-anxiety drugs) such as:

Valium (Diazepam)
Ativan (Lorazepam)
Librium

(Chlordiazepoxide)

and the Hypnotics (sleep-inducing agents) such as: Dalmane (Flurazepam)

Mogadon	(Nitrazepam)
Halicon	(Triazolam)
Eupypnos, Normison, Tenox	(Temazepam)

Others include Rohypnol (Flunitrazepam), Stilnoct (Zolipidem), Zimovane (Zopiclone), Largactil (Chlorpromazine) etc.

Other Illegal Drugs (Previously Legal Head Shop Products)

In May 2010 the Government banned a range of drugs which were previously known as ‘legal highs’ and sold in head shops and over the internet and under the Misuse of Drugs Act 1977 making it an offence to import, export, produce, supply or possess substances where they are to be used for human ingestion, other than flavouring food. This legislation also controls any stereoisomeric form of these substances, esters and ethers (where appropriate), salts, and preparations or products containing any proportion of these substances. These include:

These ‘legal highs’ were known in head shops as:

- incense (used as a leaf mixture to be smoked)
- plant food (powder that is snorted and sometimes injected)
- bath salts (tablets that are swallowed or snorted) and
- **Powders** (sold as Bath Salts): are like Cocaine or Ecstasy, often stronger and last longer
- They have *stimulant effects: Being Alert; Energetic; Aroused and they act as Appetite Suppressants*
- *There are about 70 different brand names. The most common are: Spice, SNOW, Snow Blow, Blow, Flake, Hurricane Charlie; Ivory Wave, Smoke XXX, Magic & Wildcat*

They were marked as ‘Not for Human Consumption’. Brand names included Spice; SNOW, Flake; Hurricane Charlie; Smoke XXX; Blow; Snow Blow, Wildcat etc.

These drugs mimic common illegal drugs such as hash, cocaine, speed and ecstasy. They are cheaper than illegal street drugs and up until they were banned, people believe they are safer because they are ‘not illegal’.

DRUG	BANNED INGREDIENTS
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<p>Synthetic Cannabinoids (contained in SPICE products)</p> <p>Party Pills</p>	<ul style="list-style-type: none"> • [2,3-Dihydro-5-methyl-3-(4-morpholinylmethyl)pyrrolo[1,2,3-de]-1,4-benzoxazin-6-yl]-1-naphthalenylmethanone 3-Dimethylheptyl-11-hydroxyhexahydrocannabinol 9-(Hydroxymethyl)-6,6-dimethyl-3-(2-methyloctan-2-yl)-6a,7,10,10 a-tetrahydrobenzo[c]chromen-1-ol [9-Hydroxy-6-methyl-3-[5-phenylpentan-2-yl]oxy-5,6,6a,7,8,9,10,10 a-octahydrophenanthridin-1-yl]acetate • Any substance structurally derived from 3-(1-naphthoyl)indole or 1H-indol-3-yl-(1-naphthyl)methane by substitution at the nitrogen atom of the indole ring by alkyl, alkenyl, cycloalkylmethyl, cycloalkylethyl or 2-(4-morpholinyl)ethyl, whether or not further substituted in the indole ring to any extent and whether or not substituted in the naphthyl ring to any extent. • Any substance structurally derived from 3-(1-naphthoyl)pyrrole by substitution at the nitrogen atom of the pyrrole ring by alkyl, alkenyl, cycloalkylmethyl, cycloalkylethyl or 2-(4-morpholinyl)ethyl, whether or not further substituted in the pyrrole ring to any extent and whether or not substituted in the naphthyl ring to any extent. • Any substance structurally derived from 1-(1-naphthylmethyl)indene by substitution at the 3-position of the indene ring by alkyl, alkenyl, cycloalkylmethyl, cycloalkylethyl or 2-(4-morpholinyl)ethyl, whether or not further substituted in the indene ring to any extent and whether or not substituted in the naphthyl ring to any extent. • Any substance structurally derived from 3-phenylacetylindole by substitution at the nitrogen atom of the indole ring with alkyl, alkenyl, cycloalkylmethyl, cycloalkylethyl or 2-(4-morpholinyl)ethyl, whether
	<p>or not further substituted in the indole ring to any extent and whether or not substituted in the phenyl ring to any extent.</p> <ul style="list-style-type: none"> ▪ Any substance structurally derived from 2-(3-hydroxycyclohexyl) phenol by substitution at the 5-position of the phenolic ring by alkyl, alkenyl, cycloalkylmethyl, cycloalkylethyl or 2-(4-morpholinyl)ethyl, whether or not further substituted in the cyclohexyl ring to any extent.
<p>Benzylpiperazine (BZP) and Piperazine Derivatives</p>	<p>1-Benzylpiperazine or any substance structurally derived from 1-benzylpiperazine or 1-phenylpiperazine by modification in any of the following ways -</p> <p>(i) by substitution at the second nitrogen atom of the piperazine ring with alkyl, benzyl, haloalkyl or phenyl groups;</p> <p>(ii) by substitution in the aromatic ring to any extent with alkyl, alkoxy, alkylenedioxy, halide or haloalkyl groups.</p>
<p>Mephedrone, Methylone Mephedrone & related Cathinones (Butylone, Flephedrone etc.)</p>	<p>1-(1,3-Benzodioxol-5-yl)-2-(1-pyrrolidinyl)-pentanone</p> <p>1-(2-Fluorophenyl)-2-methylaminopropan-1-one</p> <p>1-(3-Fluorophenyl)-2-methylaminopropan-1-one</p> <p>1-(4-Fluorophenyl)-2-methylaminopropan-1-one</p>

Methcathinone	1-(4-Methoxyphenyl)-2-(methylamino)propan-1-one 2-Methylamino-1-(3,4-methylenedioxyphenyl)butan-1-one 2-Methylamino-1-(3,4-methylenedioxyphenyl)propan-1-one 1-(4-Methylphenyl)-2-methylaminopropan-1-one
GBL & 1,4 BD	Butan-1,4-diol Dihydrofuran-2(3H)-one (otherwise known as gamma-Butyrolactone)

Appendix 2 Signs & Symptoms of Drug Use

It can be very difficult to tell if a student is taking drugs, particularly if he/she is experimenting or only taking drugs occasionally. Many of the 'signs' of drug use are the same as the signs of normal teenage behaviour e.g. mood swings, change in friends and interests. It is important not to jump to conclusions. None of the 'possible indicators' below means that a student is necessarily taking drugs. However, if several of these indicators apply to a student, it is possible that the students may be using drugs.

1. Behavioural Indicators of Possible Drug Use/Misuse Include:

- Uncharacteristic mood swings
- Unusual caginess or secrecy about activities
- Loss of interest in old hobbies, sport and friends
- Sudden appearance of new friends
- Excessive spending or borrowing of money
- Petty stealing from within the household/centre
- Deterioration of physical appearance and grooming
- Insomnia
- Bouts of excitable or hyperactive behaviour
- Listlessness, apathy or depression
- Appearing drunk or stoned

2. Physical Indicators of Possible Drug Use/Misuse Include:

- Very large pupils
- Staring
- Grinding of teeth
- Jerky movements
- Muscle ache

Behavioural Indicators of Possible Drug Use/Misuse from Products previously sold in 'Head Shops' Include:

- Anti-social
- Aggression
- Violence

- Criminal acts

In young people, these drugs can affect their mental state causing aggression and black-outs; contributing to criminal and violent behaviour

In problem drug users there are additional effects on weakened health including breathing problems, added heart risks, abscesses and skin reactions when injected

In people with mental health issues effects can include hearing voices, experiencing fits, obsessions, nervousness and depression.

3. Possible Drug Paraphenalia You Might Come Across:

- The roll-your-own type cigarette papers
- Discoloured or burnt knives
- Plastic bags with glue residue
- Discarded aerosol canisters
- Straws and cardboard tubes
- Burnt or blackened spoons
- Small wraps of paper, plastic or tinfoil
- Half empty cigarettes
- Torn Rizla packets
- Pipes
- Bongos
- Incense
- Herbal Remedies
- Organic cosmetics

Appendix 3 Drugs & the Law

There are several laws that restrict and regulate the production, sale and availability of drugs. Some of the most relevant ones are outlined below.

Misuse of Drugs Acts 1977 & 1984

This Act states that possession or use of an illegal substance is a criminal offence. It is also a crime to aid, abet, counsel or induce a person into committing the crime of possession of an illegal drug.

“Drug misuse includes possession of a drug, including a controlled drug within the Meaning of the Misuse of Drugs Acts, and/or the sale, supply or consumption by whatever means of any drug or controlled drug”.

A controlled drug is as defined in the Misuse of Drugs Act 1977 & 1984.

These Acts are intended to prevent the non-medical use of drugs; they attempt to control a range of illicit drugs.

The Misuse of Drugs Act states that there are several specific offences, which include:

- Simple possession (a small amount for the carrier’s own use)
- Possession with intent to supply
- Growing opium poppies, cannabis or coca plants
- Forging prescriptions
- Owners and occupiers of premises knowingly allowing drug dealing on their premises
- Import/export and production of controlled drugs
- Printing or selling of publications that advertise drug-using equipment, or that may encourage the use of controlled drugs

To enforce the Misuse of Drugs Act, the Gardaí have powers that allow them to stop, detain and search individuals and vehicles without a warrant if the Gardaí have reasonable cause to suspect a drug-related offence.

Customs and Excise officials have similar powers.

Criminal Law (Psychoactive Substances) Act 2010³⁹

Under this legislation, the sale or supply of substances for human consumption which may not be specifically proscribed under the Misuse of Drugs Act, but which have psychoactive effects, will be a crime.

³⁹ <http://www.irishstatutebook.ie/2010/en/act/pub/0022/print.html>. An act to prevent the misuse of dangerous or otherwise harmful psychoactive substances; to provide for offences relating to the sale, importation, exportation or advertisement of those substances; to provide for offences relating to the sale and advertisement of certain objects for use in the cultivation of certain plants

Other Laws

Child Care Act, 1991

Section 74 of this Act prohibits the sale of glue, aerosols etc to anyone under the age of 18, if there is reasonable cause to suspect that the young person will inhale the product to cause intoxication.

Intoxicating Liquor Act, 2003 ⁴⁰

Under the Intoxicating Liquor Act, 2003, it is an offence to sell alcohol to anyone under the age of 18. Anyone found guilty of doing so is liable on summary conviction in a District Court to a fine not exceeding 1,500 euro for a first offence and 2,000 euro for a second and any subsequent offence.

It is also an offence to buy alcohol for people under the age of 18 or to give alcohol to anyone under the age of 18 unless in a domestic home. If found guilty of any of these offences, you could be liable on summary conviction in a District Court to a fine of 1,500 euro for a first offence and 2,000 euro for a second or any subsequent offence.

Young people under the age of 18 are not allowed in licensed premises during extended hours (except in certain circumstances). It is the responsibility of the licence holder to make sure this does not happen.

If you are under 18, you cannot legally buy alcohol or drink it unless you are in a private residence and have permission to be there. It is also an offence to pretend that you are over 18 in order to buy or drink alcohol. If you are found guilty of these offences, you can be fined up to €63.50 on summary conviction in a District Court.

Intoxicating Liquor Act, 2004 ⁴¹

Following the passage of the Intoxicating Liquor Act 2003, there was an anomaly in the law concerning the holding of alcohol-free events and events for young people in licensed premises. The Intoxicating Liquor Act, 2004 now provides a clear legal basis for the holding of such alcoholfree events. The Act permits young people under 18 to attend such events in licensed premises (e.g. a nightclub), or a part of licensed premises (e.g. a function room in a hotel), when

in contravention of the Misuse of Drugs Act 1977; to provide for powers of the Garda Síochána in relation to the investigation of those offences; to make provision in relation to the issuing of prohibition notices by certain members of the Garda Síochána to certain persons in relation to activities that are prohibited; to provide for the making by the district court of prohibition orders and closure orders in certain circumstances; to amend the Customs and Excise (Miscellaneous Provisions) Act 1988; and to provide for related matters.

⁴⁰ http://oasis.gov.ie/health/alcohol_and_drug_treatment_services/alcohol_and_the_law.html

⁴¹ Ibid.

intoxicating liquor is not being sold, supplied or consumed and any bar counter there is securely closed.

Public Health (Tobacco) Act, 2002⁴²

This updates Irish tobacco control legislation, repealing the 1978 and 1988 Acts and associated regulations. It contains detailed provisions that prohibit advertising and sponsorship with limited exemptions; restrict the marketing and sale of tobacco; provide for product specification and testing; provide for mandatory health warnings and restrict labelling of tobacco products and provide for prohibitions on smoking of tobacco products.

Penalties

The penalties for being found guilty of drug-related offences vary greatly. In general, penalties for supply of illegal drugs are greater than penalties for possession of drugs for one's own personal use. Young people under the age of 18 are dealt with under the Garda Juvenile Diversion Programme.

Possession for Personal Use – Maximum Penalties

Cannabis:	1 st offence	€635 fine
	2 nd offence	€1,270 fine
	3 rd offence	3 years imprisonment or unlimited fine or both

Other Controlled Drugs: Maximum Penalty - 7 years imprisonment or unlimited fine or both

Possession for the Purpose of Supply

Maximum Penalty – Life imprisonment or unlimited fine or both

A conviction for any Misuse of Drugs Act offence can affect future employment. Many countries, including Australia and the United States may refuse visas to people with drugs convictions.

N.B.: Drugs laws are complex and the above notes should not be taken as legal advice

Appendix 4 Resources

- Facts About Drug Misuse in Ireland

⁴² www.otc.ie/legislation_national.asp

Department of Health & Children, Health Promotion Unit

- Understanding Drugs
Department of Health & Children, Health Promotion Unit
- Drug Questions – Local Answers
Department of Health & Children, Health Promotion Unit
- DAY – Drink Awareness for Youth
Department of Education & Science
- On My Own Two Feet
Department of Education & Science
- Walk Tall
Department of Education & Science
- Copping On Programme Copping
On Initiative
- Solvent Abuse Programme
National Youth Council of Ireland
- The Youth Work Support Pack for Dealing with the Drugs Issue
National Youth Health Programme
- Just Say Know About Drugs
COAIM
- Skills for Life
TACADE
- Alcoshots
TACADE
- Taking Drugs Seriously
HEALTHWISE
- Directory of Training Courses in Drug Misuse
Department of Tourism, Sport & Recreation

- Teachersguide – Drug Education Classroom Activities
www.teachersguide.org/new/classroom.html
- US Centre for Substance Abuse Prevention
www.samhsa.gov/csap/index.htm
- Internet database of drugs and alcohol links
www.phw.co.uk/hpromo/drugsli.html

Appendix 5 Support Services & Referral Agencies

1. Drugs & HIV Helpline

Freephone 1800 459 459 Open 7 days a week: 10.00 am-5.00 pm

Offers listening, support, referral and information on any aspect of drug use to all concerned persons.

2. The Health Promotion Unit

Department of Health and Children, Hawkins House, Hawkins Street, Dublin 2

Tel: 01 635 4000

www.healthpromotion.ie

3. Health Services Executive (HSE) North Western Area

Health Promotion Service, Main Street, Ballyshannon

Tel: 071 98 52000

Fax: 071 98 51287

Health Promotion Department, HSE West, 1st Floor, County Clinic, St Conal's Building, Letterkenny

Tel: 074 91 04694

Fax: 074 91 09137

www.hse.ie

Youth Support Worker – Counselling Drugs & Alcohol

Tel: 074 91 88009 (Cormac Scully)

Assistant Health Promotion Officer (Tobacco)

Tel: 071 98 52000 (Brid English)

4. Irish Cancer Society Quitline

5 Northumberland Road, Dublin 4

Tel: 1850 201 203

5. National Drug Treatment Centre

Trinity Court, 30-31 Pearse Street, Dublin 2

Tel: 01 677 1122

6. Alcohol and Drug Abuse Centre

Arbour House, St Finbarr's Hospital, Douglas Road, Cork

Tel: 021 968 933

7. Community Addiction Counsellor 8. Family Doctor 9. Public Health Nurse 10. Social Worker 11. Local Gardaí, especially Juvenile Liaison Officer (JLO) 12. Department of Health & Children - www.dohc.ie

Appendix 6 Alcohol/Drug-Related Incident Report Form

To indicate category of incident, please tick one or more of the boxes below:

- Medical Emergency/Intoxication
- Discovery of, Use, or Supply
- Disclosure
- Suspicion/Allegation
- Adult Use
- Concern Expressed
- Other: _____

Centre (Youthreach): _____

Name(s) of Person(s) Involved: _____

Date of Incident: _____

First Aid Given? Yes By _____

No

Ambulance/Doctor Called? Yes By _____

No

Time

Drug Involved (if known, or a brief description)

Sample Found? Yes _____

No _____

If an illegal substance, confiscated and placed in a locked box by: _____

In the presence of: _____

Date handed over to Gardaí: _____

By: _____

Appendix 7 Relevant Resources

Corrigan, Desmond Dr. *Facts About Drugs Misuse in Ireland*. Department of Health & Children, Health Promotion Unit, Dublin, 2002

www.healthpromotion.ie/publications

Co Donegal Vocational Education Committee. *Smoke-Free Workplace Policy*. Letterkenny, 2004

Department of Health & Children, Health Promotion Unit. *Strategic Task Force on Alcohol. Second Report*. Dublin, September 2004

www.healthpromotion.ie/publications

Department of Health & Children, Health Promotion Unit *Building On Experience. National Drugs Strategy 2001-2008*. Dublin, 2001

[www.dohc.ie/public/information/alcohol and drug treatment services/](http://www.dohc.ie/public/information/alcohol_and_drug_treatment_services/)

www.drinkaware.ie

www.nwaf.ie

www.drugs.ie

www.spunout.ie



etb

Bord Oideachais agus
Oiliúna Dhúin na nGall
*Donegal Education and
Training Board*

***Further Education and Training Service
Youthreach Programme
Youthreach Specific Policies***

SECTION 6

***Alcohol, Drugs & Tobacco Policy & Guidelines for
Learners & Parents/Guardians***

Edition 3: November 2021 |

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1. Policy Statement

It is the policy of Co Donegal ETB's Further Education and Training Service's Youthreach programme that, working within the ethos of the programmes, staff and tutors will seek to prevent drug misuse and drug-related harm among all learners involved in the Youthreach programme and will seek to promote a healthy lifestyle.⁴³

The review date for this policy October 2026

2. Guidelines *

2.1 Tobacco

- Smoking is actively discouraged at all times
- However, the Youthreach programme recognises that some learners smoke. As long as he/she adheres to the Youthreach smoking guidelines, no learner will be excluded from Youthreach because he/she smokes
- All Youthreach centres are designated non-smoking centres
- Where allowed, smoking must be in accordance with statutory requirements⁴⁴ and centre rules
- Staff are not responsible for implementing parental rules on smoking

⁴³ Donegal ETB's Further Education and Training Service is committed to providing a learning and working environment that is smoke-free and free from alcohol and drug abuse for its students, learners, staff, tutors, contractors, visitors and guests.

⁴⁴ Public Health (Tobacco) Act, 2002 (Section 47, p.31). The Act may be viewed on the Office of Tobacco Control's website at www.otc.ie/legislation_national.asp

- Staff will not purchase cigarettes/tobacco for or supply cigarettes/tobacco to learners aged 18 years and under
- The Youthreach programme will encourage and support learners who wish to stop smoking

2.2 Alcohol⁴⁵

- Learners must not bring alcohol to any of the Youthreach centres or to any Youthreach operated programmes, activities or events
- Learners must not consume, or be under the influence of alcohol during any Youthreach programme, activity or event, or on any premises under the control of Donegal ETB
- Alcohol will not be served at a Youthreach event primarily involving young people
- Staff will not purchase or supply alcohol to Youthreach learners

2.3 Illicit Drugs & Solvents⁴⁶

- Learners must not use, possess or supply any illicit drugs or misuse solvents during any Youthreach programme, activity or event or on any premises under the control of Donegal ETB
- Learners under the influence of illicit drugs or solvents will not be allowed to take part in any Youthreach programme, activity or event
- Any
 -
- Learners will always be supervised when using potentially harmful art materials, cleaning products or other solvents.

2.4 Over-The-Counter Drugs

- Over-the-counter drugs will not be kept in a Youthreach First Aid box or stored in a Youthreach centre

⁴⁵ Under special circumstances, learners under the age of 18 years may have reason to be present at a Youthreach event, primarily for adults, where alcohol is available. In such a situation, parents and learners will be informed of this situation and of the Youthreach guidelines on alcohol. Written parental/guardian permission for learners to attend such an event will be obtained. In addition, designated adults (tutors), who will not consume alcohol, will be available to the learners at all times. However, where possible, all events related to Youthreach learners will attempt to be held in a venue with no alcohol present. *At events where alcohol is available, all legal regulations must be adhered to.*

⁴⁶ This also includes psychoactive ('headshop') substances that may become available in the lifetime of this policy, not specifically named herein.

- Staff will not administer over-the counter drugs to learners (of any age)
- Youthreach learners must not have potentially unsafe quantities of over-the-counter drugs in their possession. This practice is actively discouraged

2.5 Prescription Drugs

- A Youthreach learner must have evidence of a prescription for any prescription drugs in his or her possession
- Subject to parental/medical consent, staff will store prescription drugs when necessary (e.g. on an overnight trip)
- Only with parental/medical consent, will staff remind a learner to take prescription drugs
- Particular cases (e.g. learners with diabetes) will be dealt with on a case-by-case basis as they present themselves.

*** LEARNERS WHO BREACH ANY OF THE ABOVE GUIDELINES WILL BE IN BREACH OF THEIR OWN LEARNER AND/OR CENTRE CODE OF PRACTICE AND WILL BE DEALT WITH ACCORDING TO CENTRE DISCIPLINARY PROCEDURES.**⁴⁷

3. Management of Alcohol/Drug-Related Situations

Any evidence of, suspicion of, or concern about an event involving alcohol or drugs constitutes a alcohol/drug-related situation.

Potential alcohol/drug-related situations include:

- A learner who arrives at a Youthreach centre under the influence of alcohol
- A learner who seeks help for a drug-related problem
- Parent/guardian expresses concern about a learner's drug use
- Drug-related litter found in a centre
- Medical emergencies where a learner may be unconscious

Assessing the Situation

⁴⁷ See Youthreach Learner Code of Behaviour (Edition 5: July 2011) contained within Donegal ETB. Further Education and Training Service – Youthreach Programme. *Admissions & Attendance Policy & Procedures*. Edition 5: 05 July 2011.

In deciding how to manage an alcohol/drug-related situation, staff will assess the seriousness of the situation. In order to build a whole picture of the situation and plan the best possible response various questions will be considered, including whether alcohol or drug use is suspected or confirmed or whether the learner was pleasure seeking or in personal turmoil as well as assessing the risk or danger to the safety of the other learners and staff from the intoxicated learner.

In any incident involving alcohol or drugs, the most urgent question is always whether medical help is needed. A medical emergency exists if a learner is unconscious, is having trouble breathing, is seriously confused or disorientated, has taken a harmful toxic substance or is otherwise at immediate risk of harm.

In the case of a medical emergency, **or if there is any doubt**, medical help (doctor or ambulance) will be sent for immediately and the learner's parent/guardian will be informed.

Students who are suspected of being under the influence of illicit drugs can be asked to leave the centre and present for a drug screening test. Such tests should be booked and completed within 72 hrs of the incident. Tests will be paid for by the student in the first instance. Should the test result return negative the cost will be reimbursed and the student may return to Youthreach. Should the test return positive the student will be asked to attend a meeting with the centre coordinator to agree the next appropriate steps.

Arranging for Safe Removal of Drugs or Drug-Related Litter

Staff will, if possible, remove drugs from possession of the learner and place in a locked container. Another staff member will witness this action. The substance will then be handed over to Gardaí at the earliest available opportunity.

Staff have no option but to follow the course of action for the removal of drugs or drug-related litter, as stated above, if they become aware that any learners are in possession of a drug, as otherwise they themselves could be guilty of the crime of aiding and abetting possession.

Recording the Incident

A written record of any alcohol or drug-related incident will be kept. The information on this report form is confidential and will be kept in a locked filing cabinet. However, any such report form is subject to production by law.

Reporting the Incident to the Adult Education Officer (AEO)

Staff will not handle a drug-related incident alone. Incidents will always be reported to the Centre Coordinator in the first instance who will then report the incident to the AEO as soon as possible.

Involving Parents/Guardians

Parents/guardians will usually need to be involved when there has been an alcohol or drug-related incident. If it is felt necessary that a learner should be sent home, they will be accompanied by a staff member(s) and then supported through this situation.

If, by reporting the incident to parents/guardians, it is felt that the safety of the learner (if under 18 years of age) may be put at risk, reference will be made to the Youthreach Child Protection Policy.

Involving Others

From time to time it may be appropriate for staff to liaise with other services such as the Health Services Executive (HSE) North West and drugs services, or to refer learners to them. If, for example, a learner is regularly misusing alcohol or drugs, he/she may need professional treatment or counselling.

Considering the Needs of the Rest of the Learners

Although the immediate concern for staff will be for the learner directly involved in an alcohol or drug-related incident, there may be issues that need to be addressed with the other learners as a whole.

Confidentiality⁴⁸

There may be times when it is necessary, or in the best interests of the learner, for staff to discuss matters pertaining to the learner with relevant others. The communication of information about a learner involved in an alcohol or drug-related incident will be confined to those who need to know this information. Furthermore, any written communications about the matter will be marked '**Strictly Private & Confidential – Addressee Only**'.

Media

Staff will not discuss any alcohol or drug-related situation with the media. Any queries will be referred to the AEO.

⁴⁸ See also Donegal ETB's Further Education and Training Service. *Confidentiality of Information Policy*. Edition 1: June 2007

Appendix 1 Drugs & the Law

There are several laws that restrict and regulate the production, sale and availability of drugs. Some of the most relevant ones are outlined below.

Misuse of Drugs Acts 1977 & 1984 & 2017

This Act states that possession or use of an illegal substance is a criminal offence. It is also a crime to aid, abet, counsel or induce a person into committing the crime of possession of an illegal drug.

“Drug misuse includes possession of a drug, including a controlled drug within the Meaning of the Misuse of Drugs Acts, and/or the sale, supply or consumption by whatever means of any drug or controlled drug”.

A controlled drug is as defined in the Misuse of Drugs Act 1977 & 1984 & 2017

These Acts are intended to prevent the non-medical use of drugs; they attempt to control a range of illicit drugs.

The Misuse of Drugs Act states that there are several specific offences, which include:

- Simple possession (a small amount for the carrier’s own use)
- Possession with intent to supply
- Growing opium poppies, cannabis or coca plants
- Forging prescriptions
- Owners and occupiers of premises knowingly allowing drug dealing on their premises
- Import/export and production of controlled drugs
- Printing or selling of publications that advertise drug-using equipment, or that may encourage the use of controlled drugs

To enforce the Misuse of Drugs Act, the Gardaí have powers that allow them to stop, detain and search individuals and vehicles without a warrant if the Gardaí have reasonable cause to suspect a drug-related offence.

Customs and Excise officials have similar powers.

Criminal Law (Psychoactive Substances) Act 2010⁴⁹

⁴⁹ <http://www.irishstatutebook.ie/2010/en/act/pub/0022/print.html>. An act to prevent the misuse of dangerous or otherwise harmful psychoactive substances; to provide for offences relating to the sale, importation, exportation or advertisement of those substances; to provide for offences relating to the sale and advertisement of certain objects for use in the cultivation of certain plants in contravention of the Misuse of Drugs Act 1977; to provide for powers of the Garda Síochána in relation to the investigation of those offences; to make provision in relation to the issuing of prohibition notices by certain members of the Garda Síochána to certain persons in relation to

activities that are prohibited; to provide for the making by the district court of prohibition orders and closure orders in certain circumstances; to amend the Customs and Excise (Miscellaneous Provisions) Act 1988; and to provide for related matters.

Under this legislation, the sale or supply of substances for human consumption which may not be specifically proscribed under the Misuse of Drugs Act, but which have psychoactive effects, will be a crime.

Other Laws

Child Care Act, 1991

Section 74 of this Act prohibits the sale of glue, aerosols etc to anyone under the age of 18, if there is reasonable cause to suspect that the young person will inhale the product to cause intoxication.

Intoxicating Liquor Act, 2003⁵⁰

Under the Intoxicating Liquor Act, 2003, it is an offence to sell alcohol to anyone under the age of 18. Anyone found guilty of doing so is liable on summary conviction in a District Court to a fine not exceeding 1,500 euro for a first offence and 2,000 euro for a second and any subsequent offence.

It is also an offence to buy alcohol for people under the age of 18 or to give alcohol to anyone under the age of 18 unless in a domestic home. If found guilty of any of these offences, you could be liable on summary conviction in a District Court to a fine of 1,500 euro for a first offence and 2,000 euro for a second or any subsequent offence.

Young people under the age of 18 are not allowed in licensed premises during extended hours (except in certain circumstances). It is the responsibility of the licence holder to make sure this does not happen.

If you are under 18, you cannot legally buy alcohol or drink it unless you are in a private residence and have permission to be there. It is also an offence to pretend that you are over 18 in order to buy or drink alcohol. If you are found guilty of these offences, you can be fined up to €63.50 on summary conviction in a District Court.

Intoxicating Liquor Act, 2004⁵¹

Following the passage of the Intoxicating Liquor Act 2003, there was an anomaly in the law concerning the holding of alcohol-free events and events for young people in licensed premises. The Intoxicating Liquor Act, 2004 now provides a clear legal basis for the holding of such alcoholfree events. The Act permits young people under 18 to attend such events in licensed premises (e.g. a nightclub), or a part of licensed premises (e.g. a function room in a hotel), when intoxicating liquor is not being sold, supplied or consumed and any bar counter there is securely closed.

⁵⁰ [http://oasis.gov.ie/health/alcohol and drug treatment services/alcohol and the law.html](http://oasis.gov.ie/health/alcohol%20and%20drug%20treatment%20services/alcohol%20and%20the%20law.html)

⁵¹ *ibid.*

Public Health (Tobacco) Act, 2002 ⁵²

This updates Irish tobacco control legislation, repealing the 1978 and 1988 Acts and associated regulations. It contains detailed provisions that prohibit advertising and sponsorship with limited exemptions; restrict the marketing and sale of tobacco; provide for product specification and testing; provide for mandatory health warnings and restrict labelling of tobacco products and provide for prohibitions on smoking of tobacco products.

Penalties

The penalties for being found guilty of drug-related offences vary greatly. In general, penalties for supply of illegal drugs are greater than penalties for possession of drugs for one's own personal use. Young people under the age of 18 are dealt with under the Garda Juvenile Diversion Programme.

Possession for Personal Use – Maximum Penalties

Cannabis:	1 st offence	€635 fine
	2 nd offence	€1,270 fine
	3 rd offence	3 years imprisonment or unlimited fine or both

Other Controlled Drugs: Maximum Penalty - 7 years imprisonment or unlimited fine or both

Possession for the Purpose of Supply

Maximum Penalty – Life imprisonment or unlimited fine or both

A conviction for any Misuse of Drugs Act offence can affect future employment. Many countries, including Australia and the United States may refuse visas to people with drugs convictions.

N.B.: Drugs laws are complex and the above notes should not be relied upon as legal advice. Specific legal advice should be obtained when the need arises.

⁵² www.otc.ie/legislation_national.asp



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Oiliúna Dhún na nGall
*Donegal Education and
Training Board*

***Further Education and Training Service
Youthreach Programme Youthreach
Specific Policies***

SECTION 7

Guidelines on Dealing with Suicidal Ideation

Further Education and Training Services Youthreach Programme

GUIDELINES ON DEALING WITH SUICIDAL IDEATION

Edition 3: November 2021

Preamble:

Suicidal ideation means wanting to take your own life or thinking about suicide. There are two kinds of suicidal ideation: passive and active. Passive suicidal ideation occurs when you wish you were dead or that you could die, but you don't actually have any plans to follow through with a suicide. Active suicidal ideation, on the other hand, is not only thinking about it but having the intent to carry out a suicide, including planning how to do it.

Where any staff member finds themselves in a situation where a person is giving out signals that he or she is seriously considering taking their own life; the following guidelines may assist:

Guidelines:

1. Bring the person to a quiet area. If possible, bring another member of staff with you both as a support and also for your own safety.
2. Let the person talk freely. Do not judge any of the statements made by the person. However, make it clear from the outset that you cannot keep this intent on suicide to yourself, that this is not a confidential talk and that you will have to make others aware of what is happening.
3. If the person is over 18 years of age, the following steps should be taken:
 - a) Inform the persons' General Practitioner (GP) of the situation and ask them to come to the Centre or make arrangements for you to bring the person to the GP.
 - b) In the event that the GP is not available, bring the person to the nearest Accident & Emergency Department of the hospital. The hospital will then progress the matter.
 - c) Should the person oppose your attempts to go down this line, you should ring 999 and summon the Gardaí, as this is seen as an act which involves self-injury.

4. If the person is under 18 years of age, inform their parent/guardian and ask them to come to the Centre. In the event that the parent/guardian is not available or you are unable to make contact with them, another adult relation should be informed and asked to come to the Centre. They should then be directed to take the steps listed above.
5. In the event that another adult relation is not available or you are unable to make contact with them, their GP should be informed and asked to come to the Centre.
6. It is advised that any staff working in Youthreach centres are trained in ASIST suicide prevention.

N.B.: *These guidelines are for situations where you have been presented with a serious declaration of self-harm.*



***Further Education and Training Service
Youthreach Programme
Youthreach Specific Policies***

***SECTION 8
Work Experience Policy & Procedures***

Edition 9: November 2021

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1. Introduction

Work experience⁵³ is an integral part of the Youthreach programme which allows Centres to work in partnership with employers and other work experience providers to provide Students with the opportunity to experience the world of work and gain skills which will enable them to progress successfully in education, training and work.

Work experience can help improve Student motivation by making the learning and skills gained during work experience relevant to class learning. While it is also a requirement for many of the QQI/LCA modules⁵⁴, it is also essential for the Student's own personal development as it gives them the opportunity to consider a wider range of jobs and improves aspects of their selfawareness. Work experience will give Students an increased knowledge and understanding of the requirements involved in the education and training routes for different occupations, thus improving their ability to make more informed career choices. It is useful for Students to undertake work experience because:

⁵³ Work experience refers to placements in both the Republic of Ireland and Northern Ireland.

⁵⁴ QQI Level 3 Work Experience (3N0587) and Career Preparation (3N0896); QQI Level 4 Work Experience (4N1168) and Career Planning (4N1109); LCA Work Experience module within Vocational Preparation and Guidance.

1. Work experience can raise a Student's awareness of the factors which may determine which career option is most suitable for them; in trying out different jobs, it helps them to decide whether a career area may be something they would like to work at when they leave Youthreach.
2. It helps Students to prepare for the transition from education and training into work.
3. Work experience enables Students to gain some or all of the following:
 - Improves the Student's attitude for work and maturity
 - Enhances their self-confidence and communication and interpersonal skills
 - Raises their awareness of the importance of health and safety issues
 - Improves their motivation and self-esteem
 - Enables the learning of practical 'hands on' skills including building up material for their CV and interviews, plan, experience and evaluate a specific work placement
 - Develops the personal skills required to adapt successfully to a workplace environment
 - Develops his/her vocational interests and enable him/her to consider possible career paths
 - Acquires and applies skills and knowledge by direct experience in a specific workplace
4. Work experience also provides Students with a chance to prove themselves which may result in them getting a good reference from their work experience placement.

This policy will be reviewed in October 2024.

2. Length & Type of Work Experience Placements

2.1 Length of Work Experience

The length of work experience placements may vary according to Student or programme needs:

i. Block Release

This form of placement normally involves the Student attending a work experience placement for a continuous period of three or four weeks e.g. summer work experience placement during July.

ii. Day Release

This form of placement involves the Student attending work experience one or more days a week. The length of time he/she must continue to do this varies between centres.

iii. Tailored/Customised Placements

This form of placement is designed to meet specific personal or subject requirements of an individual Student. These placements are agreed with the centre Co-ordinator, Advocate, employer, Student and their parents. It may take the form of:

- Supplementary day release
- Short-term sampling in a placement or series of placements
- Longer term placements

It should be noted that to successfully complete the QQI Level 3 modules Work Experience (3N0587) and Career Preparation (3N0896) and the QQI Level 4 Work Experience (4N1168) and Career Planning (4N1109) Students must complete five (Level 3) and ten (Level 4) working days to meet the requirements of QQI certification.

2.2 Type of Work Experience

Students should be encouraged to undertake work experience placements that meet their interests. This should be established by or in partnership with the centre Advocate or work experience coordinator.

For insurance and legal reasons Students are not allowed to undertake work experience that involve the following:

- Quarries
- Driving
- Boats
- Night Clubs / Bars (if under the legal drinking age i.e. 18 years of age)

For a more detailed list see Appendix 5 - Donegal ETB Work Experience - Indemnity to Employers. It should be noted that Students who want to undertake their work experience on a building site must first complete the Safe Pass course. Staff who supervise such work experience placements must also complete the Safe Pass course.

It should also be noted that Students will only be paid for the time they attend the work experience placement.

2.3 Garda Vetting

It should be noted that Students intending to undertake their work experience placement in an environment where they will come into contact with children or vulnerable adults must complete Donegal ETB's Garda Vetting process.

Please note that Students aged 16 or 17 must have a parent/guardian complete the Parental/Guardian Consent Form (Page 2) which must be submitted with the completed Garda Vetting Form. It should also be noted that Students under 16 years of age are not subject to Garda Vetting procedures.

Students who have previously submitted for Garda Vetting with another organisation may not require further vetting, **e.g. if a Student has evidence of a vetting previously conducted then he/she may not be required to submit an application form, provided that the previous vetting has been conducted within the current or previous calendar year of the date on which vetting is sought.** The Co-ordinator will further advise in this regard.

In terms of work placements with the HSE, the certification of vetting process conducted by Donegal ETB is acceptable to the HSE in respect of work placement. Therefore Students should present the certificate signed by the Head of HR to the person in charge of their work placement.

NB It is good practice if the students get work experience in the 'Care' industry e.g. childcare facilities and elderly care homes that these institutions carry out their own vetting process.

See Appendix 1 for Garda vetting policy, process, guidelines and application form.

3. Legal Requirements

3.1 Insurance

Students are covered by Donegal ETB's Public Liability insurance in both the Republic of Ireland and Northern Ireland when undertaking their work experience placement which means that employers do not have to extend their own insurance.

Students who need to complete their work experience outside centre hours e.g. in a cinema in the evening or hairdressers at the weekend, are covered by the insurance policy as this is part of their Youthreach programme.

Staff should be aware of the restrictions this places on Students in terms of the type of work experience that they can undertake – see section 2.2 above re same.

3.2 Legislation

Centres must adhere to the Protection of Young Persons (Employment) Act 1996 which provides protection to children (a person who has not reached the age of 16 years) and young people (a person who has reached 16 years but has not reached the age of 18 years) in employment. In particular, the following should be noted:

Employers may not employ those aged under 16 in a regular full-time job. Employers may take on 14 and 15 year olds on light work -

- during the school holidays
- part-time during the school term (over 15 years only) or
- as part of an approved work experience or educational programme

where the work is not harmful to their safety, health, or development.⁵⁵

Further information is available in the document *Protection of Young Persons (Employment) Act, 1996. Guide for Employers and Employees* (Issued by Department of Jobs, Enterprise and Innovation). This is available from:

<http://www.employmentrights.ie/en/media/protection%20of%20young%20persons%20employment%20Act%201996%20-%20Jan%202012.pdf>

See also Appendix 2 - The Protection of Young Persons (Employment) Act 1996.

4. Procedures for Establishing & Supervising Work Experience

4.1 Procedures for Establishing Work Experience

All work experience placements must be agreed by the centre Co-ordinator. When establishing work experience placements for Students, staff should note the following:

- It is not advisable for Students to undertake a work experience placement in an establishment where they have a part-time job or which is owned by a family member or relative
- No two Students should be placed at the same time with the same employer unless they are in separate sections of the company or on different shifts
- Students should not undertake work experience in a place where they are under the statutory age limit i.e. a bar or licensed premises if under 18 years of age (see Sub-Section 2.2 above)
- The hours worked by the Student should match the hours normally spent in the centre. Any flexibility with these hours must be agreed with the Co-ordinator, the employer and the Student **and laid out clearly in the work placement contract**. It is not good practice to expect a Student to work over 35 hours in any one week

When establishing work experience placements for Students, staff should follow the following procedures:

- Consent must be obtained in writing from parents/guardians (generally at Admission to the programme) and any medical or special requirements by the Student must be communicated to the centre/employer (by Work Experience Coordinator/Advocate/Key Worker, depending on centre and in consultation with the Centre Coordinator)
- The Student should be given the opportunity to look for work experience, meet with the employer (see Appendix 3 – Work Experience Request letter) and if possible, have a trial day before commencing with the placement

⁵⁵ Department of Enterprise, Trade and Employment. *Protection of Young Persons (Employment) Act 1996. Guide for Employers and Employees*. Dublin, nd, section 1.3, pp.6-7

- The employer should be made fully aware of his/her responsibilities to the Student on work experience (see Section 5 - Employers Guide to Providing Work Experience for Students and Appendix 4 - Staff Checklist for Employers Providing Work Experience). Written consent should be gained from the employer by returning a completed Work Experience Request Letter (see Appendix 3). The employer is then required to complete a contract outlining the terms and conditions of the work experience i.e. hours of work, duties, length of work experience placement (dates to-from) etc. and return to the centre before the placement for the Student is approved (check with Centre Co-ordinator).
- The employer should be given a copy of the following:
 - 1) Information leaflet for employers (for Youthreach, available in centres)
 - 2) Information sheet for employers offering work experience (see Section 5 - Employers Guide to Providing Work Experience for Students)
 - 3) Donegal ETB Insurance Policy re Work Experience - Employers Indemnity Letter (copy; see Appendix 5)
 - 4) Weekly timesheets
 - 5) Weekly activity sheets
 - 6) Staff, centre and parental/guardian contact details in case of an emergency
- Inform employers that regular contact or visits by centre staff to Student placements are a necessary part of the work experience programme
- Any equipment or clothing requirements if not supplied by the employer needs to be provided by the Youthreach programme

4.2 Preparing Students for Work Experience

- Students must be made aware of the importance of confidentiality
- Students should be provided with an induction/briefing session before looking for work experience which should cover the following:
 - 1) What to expect on work experience and what the employer may expect of them
 - 2) How to find work experience (where they can look, how to ask for work experience, what documents to bring with them)
 - 3) How to behave at work experience
 - 4) What they hope to achieve during work experience: learning goals, what evidence they need for QQI
 - 5) Personal safety and health issues
 - 6) Contact details for their tutor in the centre

See Appendix 8 – Information and Worksheet for Student Preparing for Work Experience.

Students must be made aware of the following:

- The name and location of the placement
- The name and position of the person to whom they will be responsible

- The nature of the work to be undertaken
- Anticipated learning outcomes
- The hours of work including the start and finish times
- A contact person in the centre if any problems occur (accident, illness, etc)
- Appropriate behaviour in the workplace
- Personal safety issues and practices
- Requirements in relation to the completion of log-books, daily journal etc.

4.3 Information for Parents/Guardians

Those with parental responsibility should receive the following:

- The aims and objectives of the programme
- Name and location of placement
- Nature of work to be carried out by Student
- The hours of work
- Travel arrangements where applicable
- A contact name and number in case of emergency or illness

4.4 Procedures for Supervising Work Experience

Students must be closely supervised and monitored while on work placement:

- Students on **block placement** should be visited at least once per week. Any other arrangements for visiting are as agreed with centre Co-ordinator
- Students on **day release** should be visited once every four/five weeks. Regular telephone contact should be made weekly or fortnightly
- Other appropriate staff e.g. centre Advocate may monitor Students on a **tailored/customised placement**

The reasons for undertaking work placement visits must be clearly understood by all parties. These include:

- 1) Checking that the Student is attending the placement as agreed
- 2) Confirming that both Student and employer are satisfied with the placement arrangements; staff visiting the Student should ensure they have an opportunity to speak to them in private
- 3) Discussing the Student's progress with the employer
- 4) Ensuring that employers understand what is required from them e.g. how to complete any assessments and give feedback to the Student
- 5) Reviewing how the Student is completing their log book/journal as required
- 6) Understanding the full array of work being undertaken by the Student
- 7) Assessing the Student on placement

Staff should complete the Work Experience Assessment and Monitoring Form (Appendix 8) when carrying out work experience supervision.

4.5 Post-Placement Procedures

- Students should be given the opportunity to:
 - 1) Discuss the employer evaluation of their placement performance
 - 2) Reflect on the learning that has taken place
 - 3) Appreciate how their experience can be applied to a wide variety of subject areas
 - 4) Understand that the skills they learned are transferable
- Students should be given a chance to contribute to the whole programme evaluation of work experience in Youthreach programme
- Employers should be given an Employer Work Experience Evaluation Form to complete (See Appendix 6) to allow them to feedback on the Student's progress and the overall effectiveness of how the work experience programme in centres is managed i.e. organisation of the programme, accessibility to the centre staff and contacts, the extent to which Students met their expectations etc.
- A letter of thanks or acknowledgement should be sent out to employers at the end of the placement

- In a case where a Student is kept on by the employer after the work experience placement (e.g. on a part-time basis), the employer must be informed in writing that the work experience placement has finished and that consequently the ETB has no further responsibility regarding the young person, particularly from an insurance perspective

5. Employers Guide to Providing Work Experience for Students

5.1 What is Work Experience?

Work experience is an unpaid opportunity for young people to experience the world of work while they are still pursuing their education. This allows the young person to build up their skills and confidence.

It is useful for Youthreach Students to undertake work experience because:

1. Work experience can raise Student awareness of the factors which may determine which career option is most suitable for them. It helps them to try out different jobs and decide whether it may be something they would like to work at when they leave the training programme.
2. It helps them prepare for the transition from education and training into work. Work experience enables Students to gain some or all of the following:
 - a. Improve their attitude for work and maturity
 - b. Enhance their self confidence and interpersonal skills
 - c. Raise their awareness of the importance of health and safety issues
 - d. Improve their motivation and self esteem
 - e. Learn practical 'hands on' skills
3. Work experience also provides the Student with a chance to prove themselves, which may result in them getting a good reference from their employment placement

5.2 What Can You Expect?

1. The Student will be expected to reflect on their work activities and their experience on work placement regularly
2. Staff from the Youthreach centre will contact you regularly to monitor the placement, making sure everything is OK. They will visit the Student in their work placement every month (or more often if required) and telephone every two weeks
3. We require you to complete certain forms i.e. registration form, signing Students clock cards, Student placement evaluation forms etc. The information gathered will be held confidentially. Some of this information may be used in collating evidence towards the Student's course work i.e. Work Orientation, Preparation for Work, Career Planning etc.
4. Employers are under no obligation to pay the Student
5. Students are expected to work during normal centre times i.e. 9.00am–4.00pm, unless there is an agreement with the centre Co-ordinator regarding other arrangements

5.3 How Does the Employer Benefit?

- Work experience provides the opportunity for you to promote the values and attitudes which serve the needs of business
- It can provide you with opportunity to get extra help with duties and responsibilities

5.4 How Can You Help the Student During their Work Experience?

1. Assign them to a suitable supervisor/mentor who will show them their duties and responsibilities and how they should carry them out
2. Provide an Induction programme which will inform them about your business/organisation and to make them aware of safe working practices and any risks involved
3. Allow them some time at the end of each day to complete their Student journal and collect evidence for their log books
4. Review their progress with them regularly and complete a Student/programme evaluation form at the end of their placement with you
5. Contact the centre immediately with any problem, query, or non-attendance issue that may arise; ensure that their attendance record/timesheet is completed accurately and is signed by you

Appendix 1 Garda Vetting Policy, Guidelines & Application Form

**The Garda Vetting process can be accessed online at;-
<https://vetting.garda.ie/Application/Invitation>**

Donegal ETB Garda Vetting Policy (Students)

Donegal ETB is committed to practices which safeguard the welfare of young people and vulnerable adults. In this regard, the Board will endeavour to follow careful procedures for the enrolment of Students on courses where Students would be expected to come in contact with young people and vulnerable adults.

Appropriate enrolment and selection procedures for Students in the context of child protection have been adopted by Donegal ETB and include the following:

1. Confirmation of the identity of the Student including personal details obtained through use of an application form.
2. Requirement of a declaration of previous convictions and submission to formal checks for Students whose work experience will bring them into contact with children and vulnerable adults.
3. A clear guarantee that disclosed information will be treated in confidence and not used against Students unfairly, including adherence to the Central Garda Vetting Unit Code of Practice.
4. Use of several selection techniques to ascertain suitability.

Disclosure

Donegal ETB is registered with the Central Garda Vetting Unit (CGVU) who provide a disclosure service for organisations who have positions which involve regular unsupervised access to children and vulnerable adults. As part of the Committee's enrolment and recruitment process, offers of places on courses for Students where work experience with children and vulnerable adults is an expected part of the training, will be subject to CGVU disclosure.

Donegal ETB reserves the right to re-vet all Students in positions which entail working with children and vulnerable adults at any time during their studies with Donegal ETB

General

Students whose position would require them to work with children and/or vulnerable adults must undergo Garda vetting. Students must continue to be able to satisfy this condition throughout their work experience with Donegal ETB. Failure to do so will result in the termination of the work experience.

Students who have been convicted of any offence relating to children or vulnerable adults and/or who are subject to disciplinary action or sanction relating to children, will not be permitted to participate in work experience in any position or on any project which involves contact with children and vulnerable adults.



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Garda Vetting Application Form

All sections must be completed. Do not leave any section blank.
If a section does not apply to you, you must enter N/A (not applicable). For example, under Alias, if you do not have an alias, you must write N/A against this.

PREVIOUS NAME: Maiden name, foster name, adopted name, deed poll, marriage, including 2nd marriage etc.

ALIAS: Any other name that you may be known as.

DATE OF BIRTH: DD/MM/YY, for example 31/07/63

PLACE/ CITY OF ORIGIN: Area/Town/City and Country where you are originally from (Not place/hospital in which you were born).

HAVE YOU EVER CHANGED YOUR NAME: Please ensure that you tick either Yes or No. If Yes, please enter former name(s). For example, foster name, adopted name, deed poll, marriage, including 2nd marriage etc.

ADDRESS: From Year Birth to Present Please enter in full your present and all previous address at which you have lived, *of* starting with the earliest and finishing with your current address. There must be no gaps in the years whatsoever. If you have lived outside of Ireland you must include all foreign address.

HAVE YOU EVER BEEN CONVICTED OF AN OFFENCE: Please ensure that you tick either "Yes" or "No" as appropriate. If yes, please enter relevant details.

SIGNATURE: Please ensure that you sign and date the Section 'Declaration of Application'.

Garda Vetting Application Procedures:

1. Persons under 16 years of age are not subject for Garda Vetting procedures.
2. Persons of 16 or 17 years of age must have parental/guardian consent for Garda Vetting.
3. Applicants are requested to complete the Garda Vetting Application Form which authorises the Garda Central Vetting Unit (GCVU) to disclose personal data regarding convictions to the Authorised Signatory of Donegal ETB.

Note: The GCVU will only disclose this data to the Authorised Signatory within Donegal ETB.

4. Once completed, please sign and date form and return it to the Principal/Course Co-ordinator.

The Principal/Course Co-ordinator must verify the details of the Long Version of your Original Birth Certificate before forwarding the application to the ETB for processing.

5. The Authorised Signatory of Donegal ETB will validate and sign the form and forward it to the GCVU for processing.
6. Vetting is carried out by GCVU and original forms and results are returned to the Authorised Signatory along with attaching disclosures, if any.

This process can take up to 12 weeks to complete, therefore it is essential that your application is completed accurately and in full, to avoid any undue delay to taking up a work experience module.

Please refer to the attached sample of a properly completed Garda Vetting Application Form.

7. All data received from the GCVU will also be managed and protected within the statutory provisions of the Data Protection Acts and other legislation that may be enacted in respect of Data Protection and Garda Vetting.

All communications and administration relating to Garda Vetting applications and disclosures are based on integrity and confidentiality within a Human Rights framework.

The completed Garda Vetting Form will be treated with total confidentiality and will be processed by the Head of Human Resources who is the Donegal ETB Authorised Signatory for the Garda Vetting Unit. All data received for the Garda Central Vetting Unit will be managed and protected within the statutory provisions of the Data Protection Act and any other legislation that may be enacted in respect of Data Protection or Garda Vetting.

Parental/Guardian Consent to Garda Vetting

To be completed **only when applicant is less than 18 years of age** at time of submitting the application form.



Garda Vetting Parent/Guardian Consent Form

I _____
(name of Parent or Guardian)

of _____

(address of Parent or Guardian)

being the Father Mother Guardian

of _____
(name of the applicant for Garda Vetting)

Date of Birth _____
(of the applicant for Garda Vetting)

do hereby consent for An Garda Síochána to conduct Garda Vetting in respect of the above named and to furnish to the registered organisation for Garda Vetting as indicated in the attached Garda Vetting application form a statement that there are no convictions recorded against him/her in the Republic of Ireland or elsewhere, or

a statement of all convictions and/or prosecutions, successful or not, pending or completed, in the sSate or elsewhere as the case may be.

Name of Parent or Guardian

Block Capitals

Signature of Parent or Guardian

Signature



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ETB Office use only

DL

ETB Reference No.:

BH

An Garda Síochána Use Only Reference No.:

Have you ever been convicted of an offence in the Republic of Ireland or elsewhere?

Yes No

If yes, please provide details:

DATE	COURT	OFFENCE	COURT OUTCOME

DECLARATION OF APPLICANT

I, the undersigned who have applied to complete work experience as a _____, hereby authorise An Garda Síochána to furnish to **Donegal ETB** a statement that there are no convictions recorded against me in the Republic of Ireland or elsewhere, or a statement of all convictions and / or prosecutions, successful or not, pending or completed, in the State or elsewhere as the case may be.

Signature of Applicant: _____ **Date:** _____

PLEASE PRINT ALSO _____

To be completed by Principal/Course Co-ordinator only:

Original Birth Certificate Verification

I, the undersigned, have verified the relevant details submitted in this application form against the Long Version of the applicant's Original Birth Certificate.

Signature of Principal/Co-ordinator: _____ **Date:** _____

PLEASE PRINT ALSO _____

To be completed by ETB Offices only

Authorised Signatory: _____ **(Donegal ETB)**

PLEASE PRINT ALSO (Finola Furey)

Registration Number: _____



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To be completed by the Garda Central Vetting Unit only

According to Garda records there are no previous convictions recorded against the above named applicant:

OR, the attached convictions appear on Garda Records:

OR, the attached prosecutions are pending:

NOTE: Checks were carried out by this office based on the information supplied. The convictions supplied may apply to the subject of your enquiry. Please verify information disclosed with the applicant.

Signed: _____ **Member I/C** _____

Please return in envelope marked Private and Confidential, and return to Ms. Eileen Doherty, Head of HR, Donegal ETB Administrative Offices, Ard O'Donnell, Letterkenny, Co. Donegal.

ETB Office use only ETB Reference No.:

DL

BH

An Garda Síochána Use Only Reference No.:



An Garda Síochána

GARDA VETTING APPLICATION FORM

SAMPLE

NOTES TO APPLICANT

- The Enquiry Form must be completed in full using **BLOCK CAPITALS**, state N/A if details are not applicable
- Writing must be clear and legible
- Return the completed form to the your Course Co-ordinator
- Do not send this form to The Garda Central Vetting Unit or to any Garda Station

To be completed by the Applicant

NAME OF SCHOOL/COLLEGE/CENTRE YOU ARE CURRENTLY ATTENDING: <i>Errigal College</i>	
SURNAME: <i>Byrne</i>	PREVIOUS NAME (if any): <i>Deane</i>
FORENAME(s): <i>Mary Anne</i>	ALIAS: <i>N/A</i>
DATE OF BIRTH:(dd/mm/yy) <i>06/11/79</i>	PLACE/CITY OF ORIGIN: <i>London</i>
HAVE YOU EVER CHANGED YOUR NAME?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
IF YES PLEASE STATE FORMER NAME:	<i>Deane (Maiden Name)</i>

Please state all addresses from year of birth to present date

House No.	Street	Town	County	Post Code	Country	Year From	Year To
<i>14</i>	<i>Bayview</i>	<i>Islington</i>	<i>London</i>	<i>L8 9JG</i>	<i>U.K.</i>	<i>1979</i>	<i>1996</i>
	<i>Trentagh</i>	<i>Letterkenny</i>	<i>Co Donegal</i>	<i>-</i>	<i>Ireland</i>	<i>1996</i>	<i>Present</i>

Please Continue Overleaf

Have you ever been convicted of an offence in the Republic of Ireland or elsewhere?

Yes No

If yes, please provide details:

DATE	COURT	OFFENCE	COURT OUTCOME

DECLARATION OF APPLICANT

I, the undersigned who have applied to complete work experience as a Nursing Student, hereby authorise An Garda Síochána to furnish to **Donegal ETB** a statement that there are no convictions recorded against me in the Republic of Ireland or elsewhere, or a statement of all convictions and / or prosecutions, successful or not, pending or completed, in the State or elsewhere as the case may be.

Signature of Applicant: Mary Byrne **Date:** 9/8/13

PLEASE PRINT ALSO MARY BYRNE

To be completed by Principal/Course Co-ordinator only:

Original Birth Certificate Verification

I, the undersigned, have verified the relevant details submitted in this application form against the Long Version of the applicant's Original Birth Certificate.

Signature of Principal/Co-ordinator: _____ **Date:** _____

PLEASE PRINT ALSO _____

To be completed by ETB Offices only

Authorised Signatory: _____ **(Donegal ETB)**

PLEASE PRINT ALSO **(Finola Furey)**

Registration Number: _____



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To be completed by the Garda Central Vetting Unit only

According to Garda records there are no previous convictions recorded against the above named applicant:

OR, the attached convictions appear on Garda Records:

OR, the attached prosecutions are pending:

NOTE: Checks were carried out by this office based on the information supplied. The convictions supplied may apply to the subject of your enquiry. Please verify information disclosed with the applicant.

Signed: _____ **Member I/C** _____

Please return in envelope marked Private and Confidential, and return to Ms. Eileen Doherty, Head of HR, Donegal ETB Administrative Offices, Ard O'Donnell, Letterkenny, Co. Donegal.

ETB Office use only ETB Reference No.:

DL

BH

An Garda Síochána Use Only Reference No.:

Appendix 2 The Protection of Young Persons (Employment) Act 1996

The Protection of Young Persons (Employment) Act 1996 (No. 16/1996 available at <http://www.irishstatutebook.ie/1996/en/act/pub/0016/index.html>) is designed to protect the health of young workers in Ireland and ensure that work carried out during school years does not put young people's education at risk. The Act sets minimum age limits for employment, rest intervals and maximum working hours and prohibits the employment of anyone under 18 on late night work. The Act also requires employers to keep specified records for workers under 18.

The Act generally applies to employees under 18 years of age. Under the Act, employers cannot employ young people under 16 in regular full-time jobs.

- Employers are permitted to employ young people aged 14 and 15 years on light work:
- During the summer holidays
- On a part-time basis during the school term (this provision only applies to those over 15 years of age)
- As part of an approved work experience or educational programme where the work is not harmful to their health, safety or development. Approved work experience or educational programmes for people under 16 are work experience, training or educational programmes approved of by the Minister for Education, the Minister for Enterprise, Trade and Employment or FÁS.

Young people under the age of 16 can be employed in film, cultural, advertising work or sport under licences issued by the Minister for Enterprise, Trade and Employment.

Maximum Weekly Working Hours for Young People Under 16:

	14 years of	15 years of
Age	age	age
School term-	Nil	8 hours time
Work	40 hours	40 hours experience

- If the maximum week is 35 hours, then the maximum day is 7 hours. If the maximum week is 40 hours, the maximum day is 8 hours.
- Young people under 16 must have at least 21 days off work during the summer holidays.

Time Off and Rest Breaks for Young People Under 16:

Half hour rest break
4 hours work after

Appendix 3

Work Experience Request Letter



Further Education and Training Service – Youthreach Programme NB Please note that all our students have carried out Covid 19 induction training in accordance with National guidelines.

Date: _____

REQUEST FOR WORK EXPERIENCE

__ is attending the Youthreach Programme in __ centre. As part of the training she/he is required to arrange a suitable work experience placement for her/himself; your help in providing a placement would be appreciated.

On the work experience placement the Student will be:

- Expected to work _____ days a week beginning on _____ until _____
- Covered by the Youthreach Centre’s insurance (Donegal ETB) if necessary. (Further details on reverse of this page)
- Paid their weekly training allowance by Donegal ETB
- A contract will be drawn up with the employer and the trainee will be expected to work in accordance with this

If you require further information please contact me on _____ (centre) or _____ (mobile).

If you agree to offer a work experience placement, a member of staff from the Centre will telephone you to discuss details in order to ensure that the placement will work successfully.

Thank you for your co-operation

Youthreach Co-ordinator

Agreement to offer work experience:

Employer’s Name/Company: _____

Signature: _____

Telephone: _____

If you are unable to offer work experience at this time please sign/stamp the sheet

Appendix 4

Staff Checklist for Employers Providing Work Experience

INTRODUCTION	Resources	Checked/Covered
Explain what Youthreach is	Flyer	
Outline QQI/LCA Qualification and Framework How does this compare to Leaving Cert, Junior Cert, other?	Ten-levels diagram	
Explain why we do work experience	Information for Employers Handout	
Explain length of time and duration of work experience (start and finish date), day of week, block placement etc	Letter of request and contract	
What is the business of the employer	Get any employer publications	
Student REVIEW	Resources	Checked/Covered
Attendance and Timekeeping	Complete weekly Student Review Record	
Duties and Responsibilities		
General Behaviour		
Areas for Development		
CONCLUSION	Resources	Checked/Covered
Complete details on Employer: Student Contract	Work Experience Contract	
Give employer centre/staff contact details and examples of when they should contact us	Youthreach Centre Flyer/Compliment Slip	
Outline when and how often Student will be visited and contacted by centre staff	Employer Information Leaflet	
Emphasise importance of clock card (if applicable)		

--	--	--

Appendix 5 Donegal ETB Work Experience - Indemnity to Employers

Please check with Youthreach Centre Coordinator for latest version of this letter.

Appendix 6 Level 3 Work Experience 3N0587 – Employers Report

Student's Name: _____

Centre/School Name: _____

Tel No: _____

Organisation/Company Name: _____ Supervisor's Name: _____ No of days worked: _____

Guidelines: This report forms an important part of the overall assessment of Level 3 Work Experience 3N0587 for QQI certification. It should be completed by a Supervisor/Manager who has observed the Student in the workplace and by the Work Experience Assessor from the Student's centre. The Workplace Supervisor/Manager should indicate the Student's performance by placing a tick for each of the criteria under one of the headings.

Criteria	Very Good	Good	Satisfactory	Unsatisfactory	Supervisor/Assessor Comments
Appropriate Health and Safety procedures					Please comment on the Student's progression during the various stages of the Work Experience programme.
Appropriate Personal Hygiene procedures					
Effective listening					
Appropriately responding to instructions					
Demonstrate of appropriate communication					
Demonstration of team working					
Demonstration of quality awareness in the work environment					
Observing employers procedures					
Observing employers quality standards					
Maintaining a daily record					

Student's Signature: _____

Date: _____

Workplace Supervisor's Signature: _____

Date: _____

Signature of Assessor: _____

Date: _____

Appendix 7 Level 4 Work Experience 4N1168 – Employers Report

Student's Name: _____ Centre/School Name: _____ Tel No: _____

Organisation/Company Name: _____ Supervisor's Name: _____ No of days worked: _____

Guidelines: This report forms an important part of the overall assessment of Level 4 Work Experience 4N1168 for QQI certification. It should be completed by a supervisor/manager who has observed the Student in the workplace and by the Work Experience Assessor from the Student's centre. The Workplace Supervisor/Manager should indicate the Student's performance by placing a tick for each of the criteria under one of the headings.

Criteria	Very Good	Good	Satisfactory	Unsatisfactory	Supervisor/Assessor Comments
Punctuality					Please comment on the Student's progression during the various stages of the Work Experience programme.
Working under direction					
Personal presentation					
Adherence to health, safety and other relevant regulations					
Demonstrate effective communication skills in the workplace					
Taking and clarifying instructions					
Effective and appropriate interaction with others					

Signature of Workplace Supervisor: _____

Date: _____

Signature of Assessor: _____

Date: _____

**Appendix 8 Information & Worksheet for Student Work Experience
Preparation (See also QQI modular SLO requirements)**

Why Do Work Experience?

1. It is a good opportunity for you to experience the world of work
2. It can give you a chance to try out skills and things you have learned on your course and apply them to actual job situations
3. Work placement can give you a chance to prove yourself, which may result in you getting a good reference from the employer after you finish
4. You get a chance to learn new skills e.g.
 - ✓ It may help with your self confidence and interpersonal skills
 - ✓ Raising your awareness of health and safety issues
 - ✓ Helping you to become more motivated
 - ✓ Learning practical 'hands on skills'
5. You can try out different careers which might interest you. So decide on a career that you are interested in pursuing. There is no point choosing work experience in a job that doesn't interest you. Work placement will help you decide whether or not to follow that career path

If you can think of any more reasons why doing work experience would be useful for you, list them here:

1. _____
2. _____
3. _____

What are your career choices at the moment?

First Choice: _____

Second Choice: _____

Third Choice: _____

Work Experience Goals

What is a learning goal? A learning goal is something you wish to achieve or work towards on placement. Examples of new things you may wish to achieve on work experience may be to compile and use a database, cut and colour hair, learn how to work with different types of people, learn more about the construction trades etc.

What do you hope to achieve during the work placement?

By now you should have clear in your own mind what you want to achieve during the work experience placement. Write down your objectives or targets in the box below. Remember one of these will be to research a particular job.

Your objectives or goals may include a range of things such as gathering information for your QQI/LCA qualification.

Goals for your work experience placement

1. To research and investigate what qualifications, training courses, skills and qualities you need for a particular job.

2. Learning about the Business: to find out how the business works, for example how it is organised, what it does etc.

3. _____

4. _____

5. _____

What You Need To Be Aware Of On Work Placement

- ✓ The name and location of the placement •
- ✓ The name and position of the person to whom they will be responsible •
- ✓ The nature of the work to be undertaken

-
- ✓ What you can learn from your work placement •
- ✓ The hours of work including the start and finish times •
- ✓ A contact person in the centre if any problems occur (e.g. accident, illness) •
- ✓ Appropriate behaviour in the workplace and what the employer is looking for •
- ✓ The importance of confidentiality •
- ✓ Personal safety issues and practices •
- ✓ How to complete the log book and describe your daily activities •
- ✓ Health and safety issues while on placement. •

Appropriate Behaviour in the Work Place

While on work experience, the same rules apply for conduct on the Youthreach programme. Be respectful and co-operative, follow instructions and show interest and you will have a valuable and enjoyable experience.

Listed below are areas that you may be assessed on during your work placement:

Interest in the Work and Enthusiasm

A lack of enthusiasm and poor attitude to work will be noticed by your work place. An eagerness to undertake and carry out work in a positive and cheerful way is what is required.

Awareness of Health and Safety Practices

You need to make yourself aware of the health and safety procedures of the organisation. Speak to your supervisor about these before starting your placement.

Appropriate Dress

While some organisations may enforce a strict dress code, most will accept neat, casual dress in the workplace. Runners, dirty and / or torn jeans are not recommended. Be neat and presentable.

Ability to Follow Instructions

Listening is an essential part of communication. If you are given a set of instructions at the start of the day, make a note of each one in the order that they were given. If you do not understand what you were asked to do, ask again before beginning the task.

Quality of Work You Will Do

Poorly carried out or incomplete work does not reflect well on you. If you think that your supervisor is unhappy with the work, always ask them how the work could have been carried out better.

Practical Skills

In learning a skill, two things are required; first observe how the skill is being carried out by someone who knows; secondly repeat the skill several times to fully master it

Whether observing a hairdresser putting on a hair colour or a cashier working the till, look at how they do this before getting help to try it, and then practice yourself.

Use of Workplace Equipment

Respect this and ensure that it is tidied up and put in its proper place when finished e.g. a painter does not leave his paintbrushes lying all over a floor at the end of the day; a chef does not leave all the raw food and cooking utensils on the counter after he has cooked the dish etc.

Punctuality

Consistent late arrival for work is frowned upon in most organisations. If you are going to be late for work for any reason, call the supervisor and give them a time when you will arrive.

Attendance at the Workplace

If you do not attend when you are supposed to, it will lead to you losing your placement. If you are ill or absent for any other good reason, inform the employer first thing in the morning and give a reason.

Relating to Co-Workers

After the initial introductory period, most people settle in as part of the team. An ability to work alongside colleagues to complete tasks in your job is essential.

Relating to Supervisor

While on work experience, you must listen carefully to the supervisor's instructions and carry them out to the best of your ability.

Communicating with Customers

'The customer is always right' is a phrase which is important when working with customers. Without the customer, the business that you are placed into may not exist. If you are faced with a difficult

customer, always remain calm and don't get involved in an argument. Call your supervisor if you cannot deal with the customer's complaint or query.

Accepting Criticism

In order to learn new things, we may sometimes have to take constructive criticism from our supervisors. Do not develop a defensive approach to this. Listen carefully and be prepared to ask further questions to fully understand the points he/she is making, so that you can put them into practice.

Initiative

Initiative is described as the ability to begin or follow through with enthusiasm a plan or task without always having to be told by others to do it. However, be careful about doing some things on your own without first discussing the idea with the employer.

Adaptability

The ability to adjust your approach and to be flexible in the work place is another quality which is very useful in the work place e.g. if you are on placement in a hairdressers, and you are asked to sweep the floor and tidy up in addition to doing interesting hairdressing jobs, you need to be willing to do this also, as it is part of the whole organisation. Or you may be required to work an extra hour as the organisation is busy, doing this will show that you are flexible also.

Appendix 9 Work Experience Assessment & Monitoring Form

Weekly Review of Student during the Work Placement

Student Name: _____

Placement With: _____

Contact Details: _____

Staff member signature: _____

No of Visits/Contacts: _____ Review Date: _____

	Excellent	Good	Fair	Poor
Attendance				
Timekeeping				
Appearance				
Teamwork				
Able to Work with Little Supervision				
Health & Safety				
Follow Instructions				
Communication Skills				
Enthusiasm/motivation/interest				
Initiative				
Communication				
Adaptability				
Commitment				

Employer comments/areas for attention:

Student Comments:

Comments/Any action required by the visiting centre staff member:

Questions to Ask the Student

1. Are you enjoying the work?
2. What are the good things about the placement?
3. What are the tasks that you have been doing?
4. What new skills have you learned so far?
5. Have you experienced any problems?
6. Are you keeping the work experience journal up to date?

Questions to Ask the Employer

1. How has the Student settled in?
2. Has the Student's timekeeping and attendance?
3. What sort of activities/work has the Student been doing?
4. Has there been any specific work organised for the Student?
5. How is the Student responding to the work?
6. How are they getting on with the other staff?
7. Have there been any areas for concern or problems?

Appendix 10 Useful Resources

Douglas, Arlene and O Neill, Seamus. *The Essential Work Experience Handbook*. Gill & Macmillan, Dublin, 2006 (2nd Edition)

Leaving Certificate Applied Support Service. *Work Experience Reflective Journal*. 1998



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***Further Education and Training Service
Youthreach Programme Youthreach
Specific Policies***

SECTION 9

Guidelines for Outside Facilitators

Further Education and Training Service – Youthreach Programme

Guidelines for Outside Facilitators

Edition 2 - November 2021

Youthreach is the Department of Education and Skill’s official education, training and work experience programme for young people aged 15-20 years who have left school early with poor qualifications or none. In addition, most participants are likely to have also experienced difficulties in securing or maintaining employment. The programme seeks to help its participants develop the knowledge, skills and confidence required to participate fully in society and progress to further education, training and employment. The underlying principles of Youthreach mean that the learner is the centre of learning. Accordingly, provision is built around the needs, strengths and goals of participants whose views are actively canvassed with regard to all aspects of programme activity. The objectives for the learners are:

- personal and social development and increased self-esteem
- second-chance education and introductory level training
- independence, personal autonomy, active citizenship and a pattern of lifelong learning - integration into further education and training opportunities and the labour market - social inclusion

The cultural ethos of Youthreach centres and the non-formal nature of the education provided in them mean that staff must engage at a personal level with their learners. Youthreach operates from a restorative perspective and all learners should therefore be treated with respect.

From time to time, Youthreach centres request outside facilitators to provide a session or series of sessions to their learners. These guidelines have been devised to ensure a good learning experience for learners, staff and facilitators.

1. Talks/programmes delivered by outside agencies or speakers must be consistent with and complementary to the centre ethos, SPHE or other programmes. Visits should be planned, researched and implemented in partnership with centre staff. It is recommended that outside facilitators provide the Youthreach Coordinator with an outline of the content they will deliver.
 2. All programmes and events must use appropriate, evidence-based methodologies with clear educational outcomes.
 3. Facilitators should be aware of relevant centre policies including the centre’s child protection policy and substance misuse policy. Sessions must be carefully planned in advance in line with the relevant whole-centre programme(s) and policies.
 4. Facilitators should make it clear in advance if they will require personal or contact information from learners.
 5. Facilitators should agree in advance with the tutor how potential difficulties will be handled.
- I
6. Facilitators are expected to arrive fifteen minutes before their session is due to begin to ensure their room is prepared.

7. Facilitators should be fully prepared for their session i.e. all photocopying completed, have all materials they need with them.
8. Facilitators should treat as confidential any personal information regarding any learner acquired through their work with Youthreach.
9. All facilitators will be introduced by a Youthreach staff member to the students before the workshop/course session, even if they are already Garda vetted. The Staff member will remain on site to ensure the centre follows appropriate procedures for dealing with any issue(s) that may arise as a result of the external input(s).
10. All programmes, talks, interventions and events should be evaluated by students and teachers in terms of the subject matter, messages, structure, methodology and proposed learning outcomes.

Please note that the following approaches are not encouraged:

1. *Scare tactics*

Information that induces fear, and exaggerates negative consequences, is inappropriate and counterproductive.

2. *Sensationalist interventions*

Interventions that glamorise or portray risky behaviour in an exciting way are inappropriate and can encourage inappropriate risk taking.

3. *Testimonials*

Stories focused on previous dangerous lifestyles can encourage the behaviour they were designed to prevent by creating heroes/heroines of individuals who give testimony.

4. *Information only interventions*

Programmes which are based on information alone are very limited in the learning outcomes they can achieve and can in fact be counter-productive in influencing values, attitudes, and behaviour.

5. *Information that is not age appropriate*

Giving information to students about behaviours they are unlikely to engage in can be counterproductive in influencing values, attitudes, and behaviour.

6. *Once off/short term interventions*

Short-term interventions, whether planned or in reaction to a crisis, are ineffective.

7. *Normalising young people's risky behaviour*

Giving the impression to young people, directly or indirectly, that all their peers will engage/are engaging in risky behaviours could put pressure on them to do things they would not otherwise do.

8. *Didactic approach*

Didactic approaches which are solely directive in nature are ineffective in the successful implementation of programmes e.g. SPHE.

These guidelines will be reviewed in October 2025.



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***Further Education and Training Service
Youthreach Programme Youthreach
Specific Policies***

***SECTION 10
Guidelines for Home Visits***

Further Education and Training Services
Youthreach Programme
Guidelines for Home Visits
Edition 2 – November 2021

Home visits are carried out by Youthreach centres for learner developmental reasons such as attendance or behaviour or issues arising from these.

The following guidelines must therefore be adhered to when carrying out home visits:

- Home visits should only be carried out when the parents/guardians cannot attend the centre
- All home visits must be prearranged with the learner's parents/guardians
- All home visits must be undertaken by two staff members, one of which must be the centre Coordinator (except in exceptional circumstances) and the other should be another appropriate staff member.
- Staff carrying out home visits must formally notify someone in the centre of the visit and of an approximate return time. Mobile phone contact must be maintained with the centre
- The safety of the staff team is paramount – staff should have a safety strategy in mind
- Home visits should not go beyond communal living areas of the learner's home i.e. hall, kitchen, sitting room
- The primary focus of the visit should be the learner's welfare and attendance
- A professional relationship should be maintained at all times
- The following policies should be adhered to when carrying out home visits:
 1. Youthreach Child Safeguarding Policy (2017)
 2. Confidentiality of Information Relating to Adult Learners Participating in Further Education and Training Programmes (Edition 1: June 2007, Adult Education Services)
- Each home visit should be documented in detail and filed in the relevant learner file

These guidelines will be reviewed in October 2025. 2



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Further Education and Training Service

Youthreach Programme

Youthreach Specific Policies

CENTRE-SPECIFIC POLICIES

SECTION 11: Youthreach Critical Incident Policy

SECTION 12: Youthreach Literacy Plan

SECTION 13: Anti-Bullying Policy

SECTION 14: Child Safeguarding and Risk Assessment

**Further Education and Training Services
Youthreach Programme
Centre-Specific Policies**

Certain policies differ depending on the individual Youthreach centre. The following policies are centre-specific:

- Youthreach Critical Incident Policy
- Youthreach Literacy Plan
- Anti-Bullying Policy
- Child Safeguarding and Risk Assessment

For an up-to-date copy of any of these four policies, please contact the Youthreach co-ordinator within the relevant Youthreach centre:

- **Buncrana**
 - Jayne O'Donnell
 - Email: jayneodonnell@donegaletb.ie
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- **Letterkenny:**
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