



Drug, Alcohol and Resilience Training

A man in a light-colored shirt is standing at the front of a classroom, pointing towards a large projection screen. The screen displays a slide titled "Scenario 1" with a photo of a man and some text. The classroom is filled with children sitting at round tables, some looking towards the presenter. A piano is visible in the background.

Charity Public Benefit and Impact Report

Financial Year
2023-2024

2023 – 2024 Key Achievements



We delivered our Life Skills Primary (DAaRT) and Web Warriors programs to **9740** pupils, comprising **316** classes in **224** different schools.

3 - Year
Strategic Business
and
Communications Plans Developed

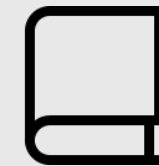


35,000
unique visitors to
our website



8

Members recruited to our Youth Advisory Board



2 New Programmes developed



Balanced our budget

Recruited **2** new DAaRT Officers, and **1** new trustee

The Difference We Make

The Why

Every child deserves the right to know how to deal with risks, understand the consequences and be able to make an informed decision.

We're on a mission to empower every child with the resilience and skills to make safe choices in any risky situation. Our work provides the foundational skills that underpin fulfilled, happy lives by increasing access to high-quality social skills education for those who need it most.

Our vision is to create cohesive communities, improve lives and build a safer future for everyone.

The How

Our programmes help children make safe, confident decisions in risky situations by equipping them with the tools and knowledge to do so.

The Difference We Make

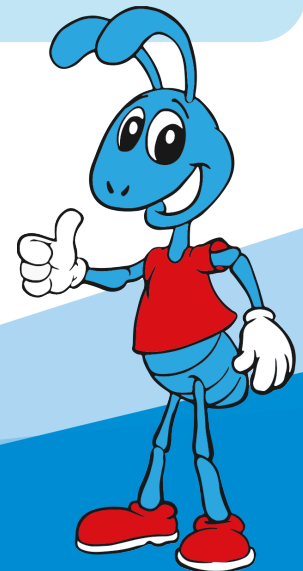
We believe all young people should have access to the tools to grow and thrive. We do this by:

Developing and delivering a suite of programmes that use our bespoke Decision-Making Models, tools that help young people think about their choices and the consequences they have on themselves and others.

Creating more resilient communities with improved health outcomes by reducing the effects of anti social behaviour on people and shared spaces.

Empowering young people with the confidence to open up meaningful conversations around tricky subjects with their parents, schools and broader support networks.

Our unique DECISION-MAKING MODELS teach young people to make safe and healthy choices by working through problems and issues one step at a time.



Our Programmes

Programme	Age Range	Description
Decision Maker	5 – 13 Years	(September 2025) Designed to help reduce the impact of poor decisions by young people on teachers and senior leadership by addressing common issues early.
STaRS	5 – 9 Years	The programme aims to address identified risks that children face in everyday life, encouraging children to Stop, Think and Remember (STaR).
Web Warriors	9 – 11 Years	Exploring risks and consequences of being online, using our unique SKILL Decision-Making Model, including using social media on phones and tablets.
Life Skills Primary	10 – 11 Years	Underpinned by a series of videos, both filmed and animated, that help young people understand role play scenarios, resolving problems in a structured manor.
Moving On	11 Years	The Life Skills Transition programme specifically supports children as they face the potential challenges of moving from Primary to Secondary School.
Game Modules	11 – 13 Years	Subject specific modules for secondary schools, with four modules available covering internet safety, drug and alcohol awareness, knife crime and hate crime.

Measuring Impact: What We Measure

Our Outcomes Framework for **Young People** sets out the positive changes we expect to see in them after they participate in our programmes.

We are currently creating similar frameworks for **Schools, Parents, and Communities**.

Outcome	A. Communication	B. Relationships	C. Well-Being	D. Self-Efficacy	
What it means...	... Improved communication and listening skills	... Effectively dealing with bullying and peer pressure on themselves and others	... Managing personal feelings	... Sustainability of the programme effect over time through improved risk management and increased awareness of risk	... M ck
... to see if the outcome is being met.	A1. The young person can tell others what they think and how they feel.	B1. The young person understands what peer pressure, and bullying, look like in practice.	C1. The young person understands the situations that they will find stressful and influence their feelings.	D1. The young person can assess how their choices have positive and negative consequences.	E1 re res
	A2. The young person can recognise and demonstrate non-verbal communication.	B2. The young person can react positively to peer pressure and bullying.	C2. The young person is able to recognise the signs of stress in themselves and act on them.	D2. The young person has the tools to assess risk in context [as well as work through outcomes and consequences].	E2 rec an
	A3. The young person can express and discuss ideas with others.	B3. The young person can avoid negative peer influences.	C3. Young people understand how small incidents [situations] can escalate if [they don't take action] and are allowed to continue.	D3. The young person has knowledge of the law and the legal consequences of their decisions.	E3 sti kne
		B4. (Empathy) The young	C4. (Empathy) Young people	D4. The young person is	

Measuring Impact: How We Measure

We offer every child, parent and teacher the opportunity to feedback on their programmes.

Each year, we work with a small sample of schools, doing pre- and post-programme surveys and focus groups for non-statistical feedback.

Student Questionnaire

3. Has the DAaRT programme helped you understand more about the law around:

Drugs	1 Not at All	2	3	4	5 A Lot
Alcohol	1 Not at All	2	3	4	5 A Lot
Knives	1 Not at All	2	3	4	5 A Lot
The way we treat people	1 Not at All	2	3	4	5 A Lot

4. Now you have completed the DAaRT programme, are you going to:

Misuse drugs	1 Very likely	2	3	4	5
Misuse alcohol	1 Very likely	2	3	4	5
Carry a knife illegally	1 Very likely	2	3	4	5
Mistreat people	1 Very likely	2	3	4	5

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Parent/Carer Questionnaire

4. How much do you feel the programme has assisted your child to develop their social/life skills?

1 Not at All 2 3 4 5 A Lot

5. How much has it encouraged your child to make decisions and evaluate those decisions?

1 Not at All 2 3 4 5 A Lot

Please use this section for any other comments:

Henry has shown excellent knowledge awareness from this course and a continued disinterest in drugs or alcohol, knowing he does not need these to have fun!

Please tell us how we can improve the programme:

Nothing

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Measuring Impact: Student Results

(Scored on a scale of 1 – 5)

Increased Knowledge Around Drugs

79% Rated 4+
4.2 Average Response

“Be kind to people”

Developed Confidence and Skills

75% Rated 4+
4.0 Average Response

“What to do in
tricky situations”

Understand More About How We Treat People

66% Rated 4+
3.9 Average Response

“Gave me the skill to
speak in front of
people”

Increased Knowledge Around Alcohol

69% Rated 4+
4.0 Average Response

“Helped with verbal
and non-verbal
communication”

Increased Knowledge Around Knives

80% Rated 4+
4.2 Average Response

“How to report an
incident”

Measuring Impact: Student Results

(Scored on a scale of 1 – 5)

“Different ways to
handle stress”

Unlikely to Misuse Alcohol

73% Rated 5
4.6 Average Response

“Helped me to talk up”

Unlikely to Misuse Drugs

90% Rated 5
4.9 Average Response

“More people are injured by
their own knife”

Unlikely to Carry a Knife

91% Rated 5
4.9 Average Response

“I learnt how to
communicate clearer”

Unlikely to Mistreat People

96% Rated 4+
4.8 Average Response

“Listening and showing
respect”

Measuring Impact: Teacher Results

(Scored on a scale of 1 – 5)

**Children Better Able to Think
About and Compare Feelings**

78% Rated 5
4.8 Average Response

**The Course Will Support
Children's Decision-
Making into the Future**

100% Rated 5
5.0 Average Response

**Children Showed
Increased Knowledge**

72% Rated 5
4.7 Average Response

“The use of our Pride rewards and Ask-it basket really were a success of the teamwork between us. Several comments in the Ask-it Basket said "We loved DAaRT and Mrs Lisi is our favourite teacher”

**Course was Engaging, Factually
Relevant and Upto Date**

100% Rated 5
5.0 Average Response

**Children Showed Increased
Decision-Making Skills**

100% Rated 4+
4.6 Average Response

**Covered Other Elements
Such As Science/Maths**

89% Rated 5
4.9 Average Response

Measuring Impact: Parent Results

(Scored on a scale of 1 – 5)

Children Talked at Home About Issues Covered

50% Rated 4+
3.5 Average Response

“ ...now able to make good choices,
decisions and understand risks ”

How Appropriate was the Content for Your Child?

76% Rated 4+
4.1 Average Response

How Much has it Assisted Your Child to Develop Social/Life Skills

68% Rated 4+
3.9 Average Response

“ It has enabled us to have
discussions at home on the subjects
in an age-appropriate way ”

“ It has made him think about
how to handle certain
situations and the
implications of decisions
he may make ”

Has it Helped Your Child Make and Evaluate Decisions?

67% Rated 4+
3.8 Average Response

“ Peer pressure and drugs etc are difficult
things for parents to teach their children.
This professional, engaging and
informative course has been so helpful ”

Measuring Impact: With Community Impact CIC

In the 2024 Summer and Autumn terms, a sample of 128 pupils in four schools was asked to complete a pre-and post-programme survey, and 7 teachers participated in group or individual interviews.

Pupil surveys explored the impact of the programme against six measures (pupil **Confidence; Relationships; Wellbeing; Self-Efficacy; Resilience; and Knowledge & Understanding**).

- Ability and willingness to talk to an adult increased by 22%
- Resilience to peer pressure and bullying increased 14%
- Ability to cope with stress around peer pressure and substance misuse rose 14%
- 20% increase understanding of the laws around subjects covered
- DAaRT sessions were seen as a safe space for pupils to explore any issues they were concerned with
- Teachers felt that the programme offered schools a structure to talk more meaningfully about the issue of substance use.
- The graduation ceremony was valued as a way of embedding learning – especially for pupils less willing to participate in classroom discussions.

Measuring Impact: Other Results



Impacts were shown on reducing children's self-reported behavioural and emotional problems, children reported slightly lower levels of behavioural or emotional difficulty and in reducing self-reported verbal aggression, substance use and the amount of physical attacks and threats they received. It had a high impact on reducing self-reported non-violent, low-level crime.

Pupils consulted via interviews and focus groups perceived that their confidence, ability to resist peer pressure, decision making and communication skills had improved.

Reducing behavioural and emotional difficulties (like aggression, substance misuse and committing crime) is theoretically linked to reducing offending (and violent offending), and evidence of association supports this.

Teachers reflected in interviews that the programme's content was well-pitched and that it effectively engaged pupils.

Why Does it Matter?

While rates of smoking and drug use have generally declined among young people, alcohol consumption and misuse of prescription drugs remain concerns. The Smoking, Drinking and Drug Use among Young People in England (2023) survey found that 25% of 11 to 15-year-olds had tried e-cigarettes.

Knife crime is a severe and persistent problem in the UK, particularly among young people. While there have been some fluctuations, the overall trend remains concerning. According to the Office for National Statistics, in the year ending March 2023, there were around 50,500 offences involving a sharp instrument in England and Wales. A concerning trend is the increase in robberies involving knives, with a 20% rise compared to the previous year.

66% of the work we carried out in 2023-2024 was in the country's top 50% areas of deprivation.

Why Does it Matter?

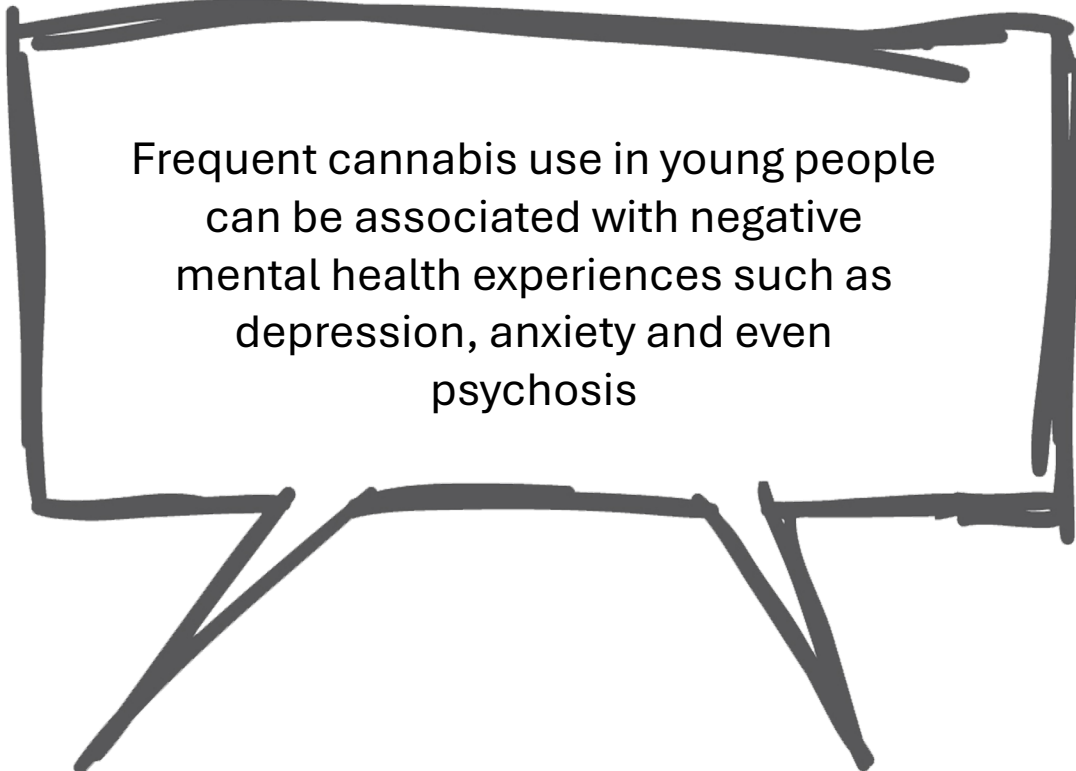
In 2024, drug use was higher among people aged 16 to 24 years, with 16.5% reporting any usage

Hospital admissions for poisoning by drug misuse are around 5 times more likely in the most deprived areas, compared to the least deprived areas

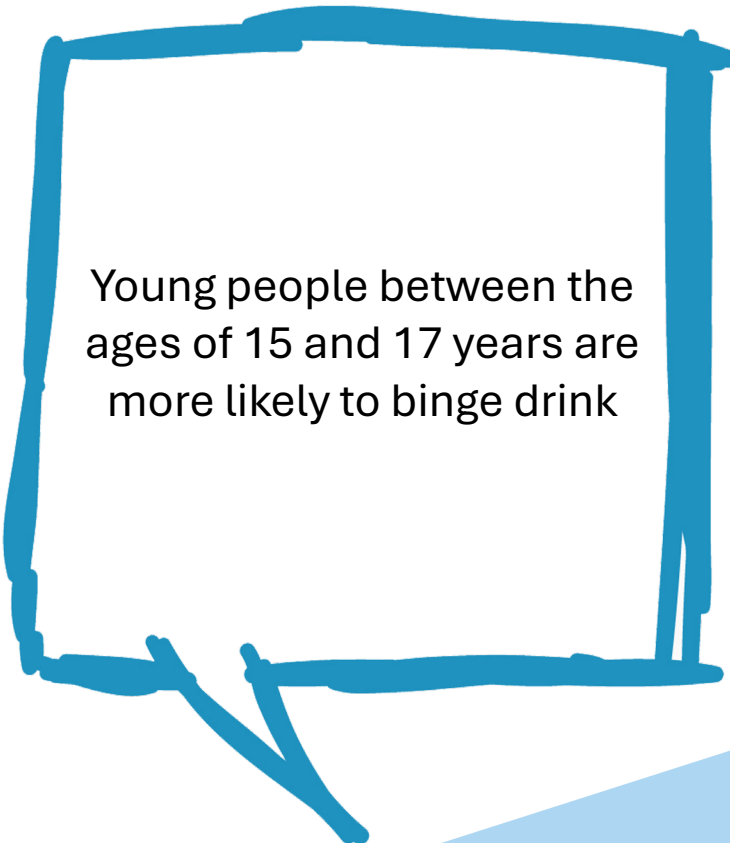
Drug poisoning death rates have doubled since 2012

Estimates show that the social and economic costs of alcohol related harm amount to £21.5bn, while harm from illicit drug use costs £10.7bn. These include costs associated with deaths, the NHS, crime and, in the case of alcohol, lost productivity

Why Does it Matter?



Frequent cannabis use in young people can be associated with negative mental health experiences such as depression, anxiety and even psychosis



Young people between the ages of 15 and 17 years are more likely to binge drink

Financials

	Income	Expenditure
Sales	£236,824	
Donations, grants and fundraising	£50,809	
Charitable activities (Restricted)		£35,540
Charitable activities (Unrestricted)		£251,396
Balance – Profit/(Loss)		(£1,036)
Reserves carried forward		£48,287
Restricted		£5,000
Unrestricted		£43,287

With Special Thanks to:



Future Plans



- Release of the Decision Maker Programme
- Production of a parent support resource



- Creation of 3 new Outcome Frameworks
- and the tools to measure impact against them



- Unify our complete set of 'All-Through' primary resources into a coherent package



- Expand delivery beyond the East Midlands with the new 'All-Through' offering



Drug, Alcohol and Resilience Training

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