

# Welcome to the NYSCP Developments in Safeguarding Learning Event

*January 2025*  
**Youth Vaping Workshop**

# Housekeeping

For the benefit of everyone, please observe the following rules during this session:



Be aware of your  
environmental  
noise



Please mute your  
microphone



Please add any  
questions in the  
chat

# Accessing presentations

- All our Learning sessions are recorded the slides/recording are available from our website at:
  - [www.safeguardingchildren.co.uk/professionals/learning-for-professionals](http://www.safeguardingchildren.co.uk/professionals/learning-for-professionals)
- Videos of the Learning session are also available on our YouTube channel at:
  - [www.youtube.com/@nyscp](http://www.youtube.com/@nyscp)
- Please don't forget to Like and Subscribe to our YouTube channel
- Following the course please complete the post course questionnaire on NYES to obtain a certificate of attendance





# Youth vaping in North Yorkshire

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MACE Masterclass: Vaping

22<sup>nd</sup> January 2025

# Agenda

1. Introduction of Youth Vaping Task Group
2. Quiz: Audience guesses about youth vaping
3. Youth Vaping Project
4. Drink Drug Hub Resource



# Strategic Aims

1. Reduce vape use amongst Young People (behaviour change)

2. Improve awareness of risks and harms associated with vaping **illicit drugs**

3. Reduce sale of vapes to under 18's





# Adult vaping

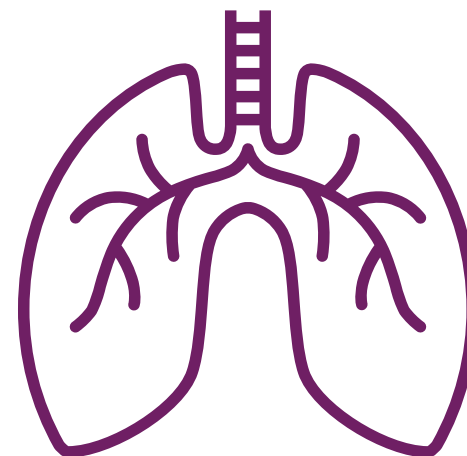
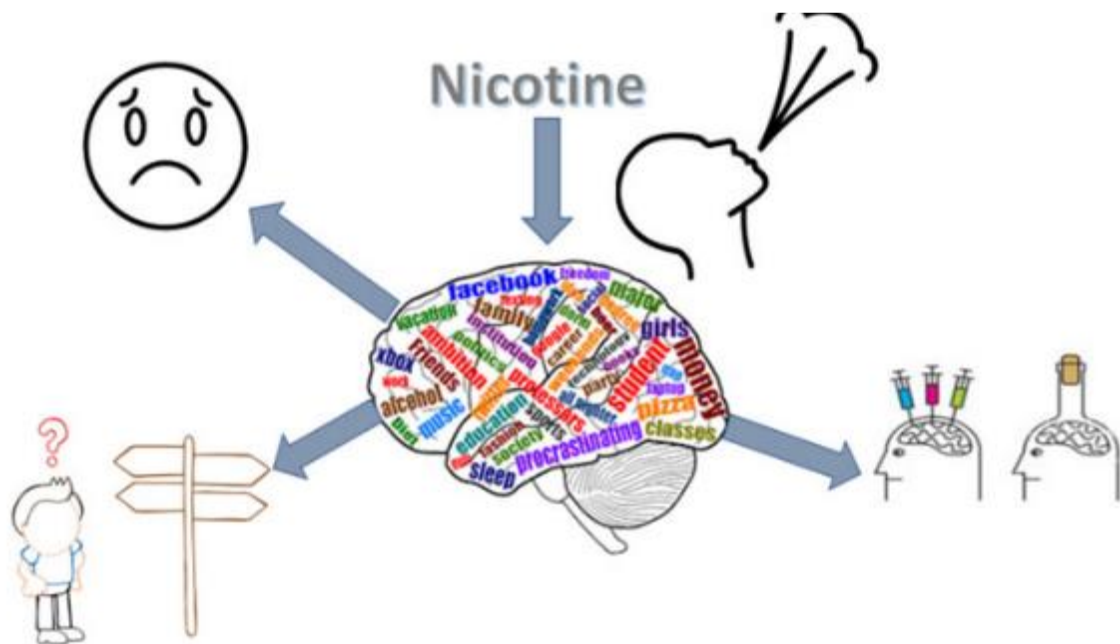
Therapeutic intervention  
VS  
Vapes as consumer  
products<sup>1</sup>



Harm reduction<sup>2</sup>

# What's so bad about *young people* using vapes?

Unique long-term effects of nicotine on adolescent brain<sup>3</sup>



- Exacerbation of asthma, bronchitis, etc.
- Increased susceptibility to COVID
- Headaches, insomnia<sup>4</sup>

- Uncertainty about long-term implications<sup>5</sup>





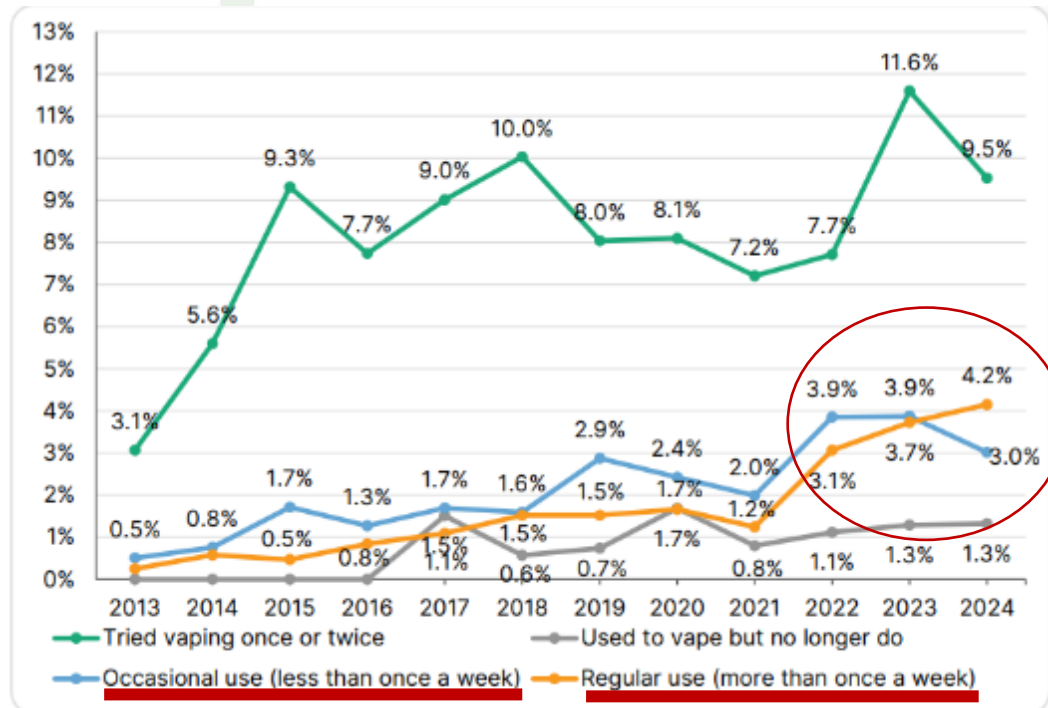
# National Scene: the UK

- More young people (11-17) in the UK **regularly** using vapes<sup>6</sup>

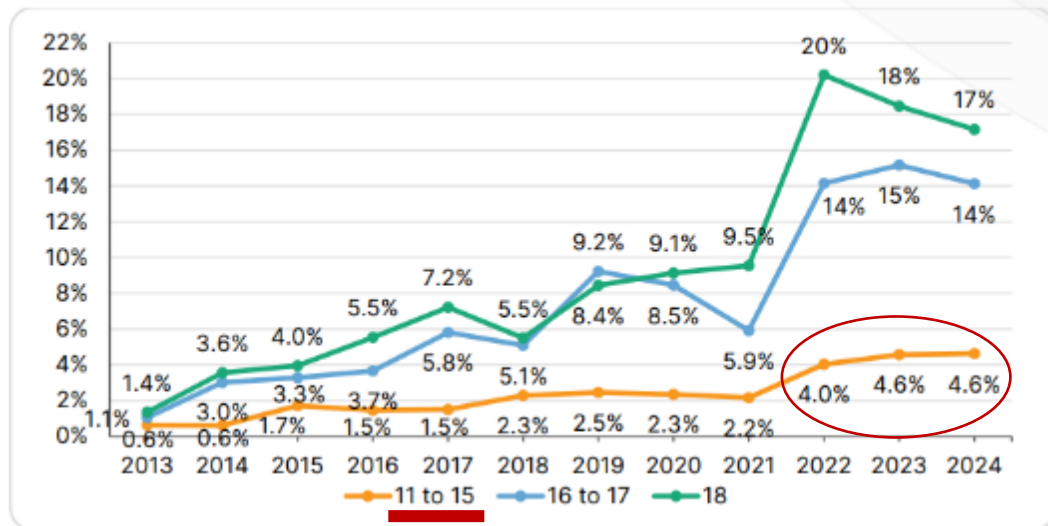
## CHILD OF THE NEW CENTURY

- Girls more likely to experiment with tobacco/vapes at younger age (14)
- 1 in 7 children 'early adopters' → more likely to be dual user<sup>7</sup>

Frequency of vaping among GB Youth (11-17), 2013-2024



Current use of e-cigarettes by age, GB youth (11-15, 16-17, 18), 2013-2024



ASH Smokefree GB Youth Survey (2024)

# Local Scene: North Yorkshire<sup>8</sup>

	Year 8		Year 10		Year 12	
	Boys	Girls	Boys	Girls	Boys	Girls
Vapes never used	80	71	63	55	55	48
Tried	15	20	25	24	27	27
Regular use >once/week	2	5	8	14	13	14
Year 10: 8% bought from shop. Year 12: 12% bought from shop.						
Harm perception: none	5	3	4	3	3	0
Little	17	27	24	29	18	19
Lot	78	69	72	68	79	81
CBD vapes: never heard of	53	51	40	36	26	24
Never tried	42	42	48	51	55	58
Tried	4	6	9	9	14	16
Regular >once/week	1	0	1	2	1	0

## Demographics

- 7, 151 Year 8 and 10
- 805 Year 12s

# Local Scene: North Yorkshire<sup>9</sup>

## Shop owners fined for selling vapes to child



| A selection of the vapes seized from the shops in Scarborough

## Off-licence fined for stocking illegal vapes



| North Yorkshire Council trading standards officers found the illegal vapes during an inspection of the shop in Skipton

## [Scarborough shop owners fined for selling vapes to child – BBC News](#)

## [Skipton shop fined for stocking dozens of illegal vapes - BBC News](#)

2022-2023 – 226 complaints of underage vape sales

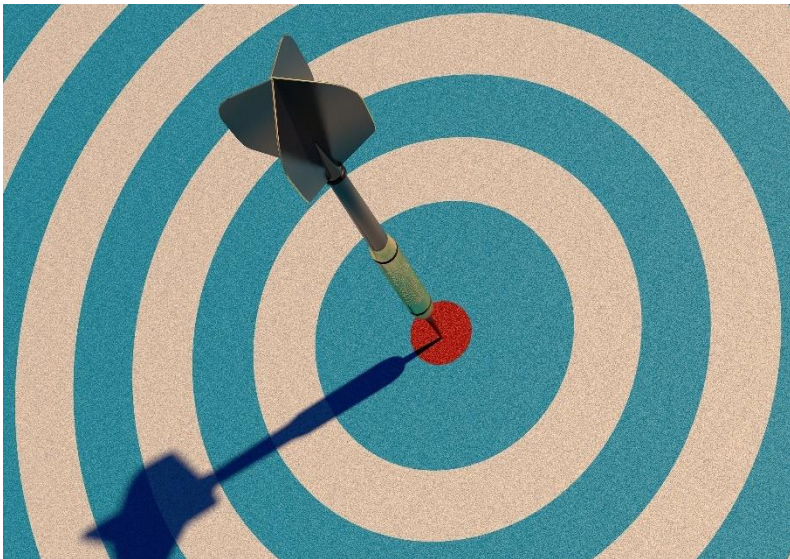
2022-2023 – seized or test purchased 12,503 illegal vapes



# Aims and objectives



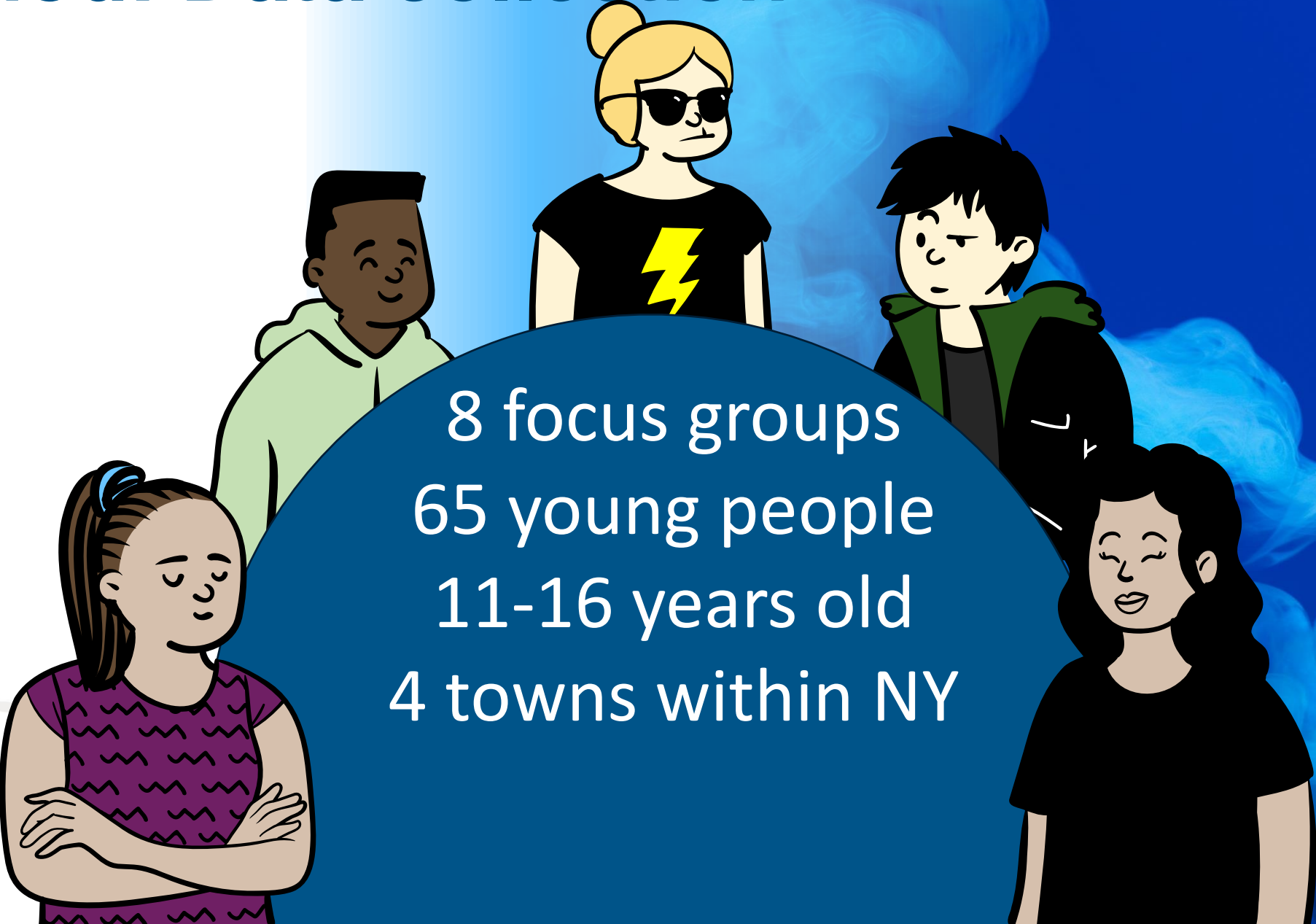
1. Barriers, facilitators, behavioural determinants of the uptake and continuation of vaping among young people in North Yorkshire.



2. Opportunities for intervention



# Method: Data collection

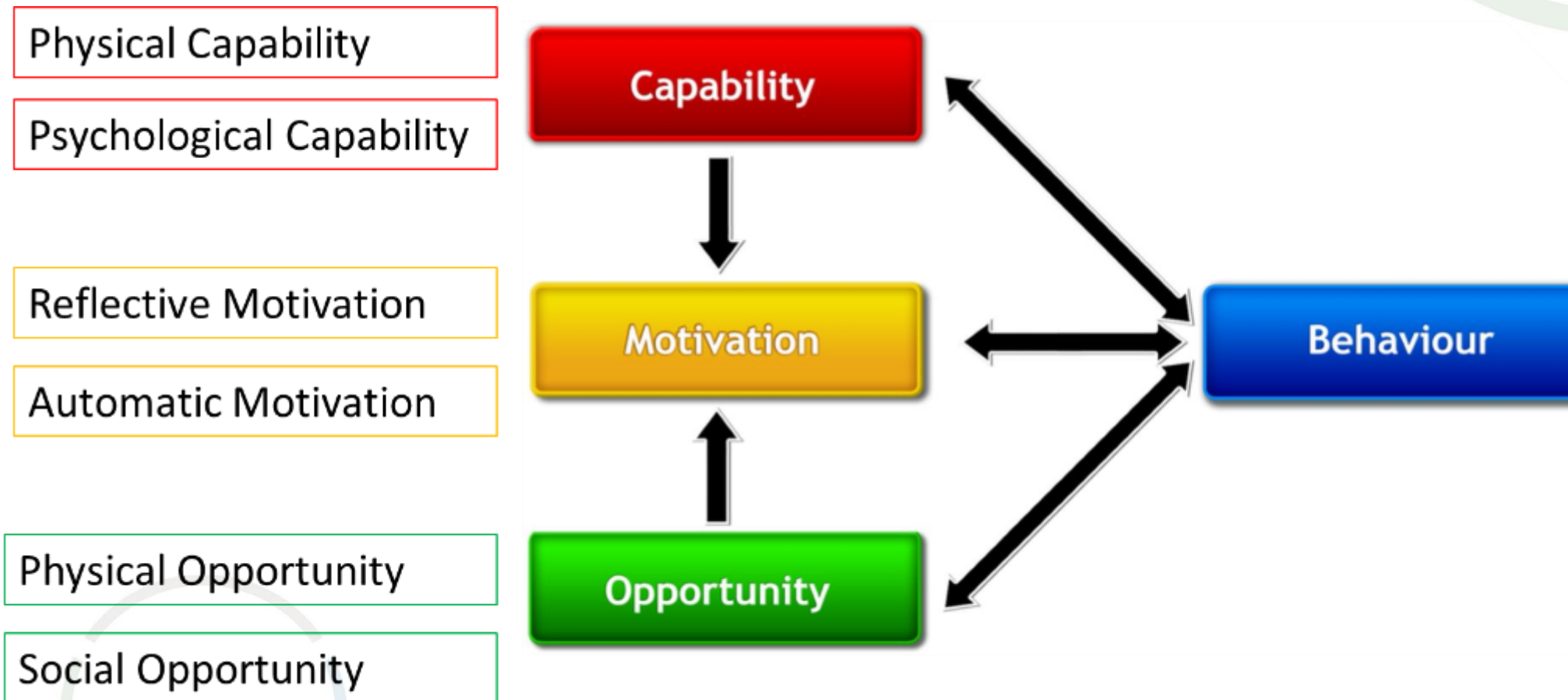
An illustration of five diverse young people standing behind a large blue circle. From left to right: a girl with brown hair in a ponytail wearing a purple patterned shirt; a boy with dark skin wearing a light green hoodie; a girl with blonde hair in a bun wearing sunglasses and a black t-shirt with a yellow lightning bolt; a boy with black hair wearing a green jacket; and a girl with dark hair wearing a black t-shirt. The background is a gradient of blue with abstract, smoke-like patterns.

8 focus groups  
65 young people  
11-16 years old  
4 towns within NY



# Method: Analysis

Capability (C) opportunity (O), and motivation (M) needed to enact behaviour B) → COM-B Model<sup>10</sup>



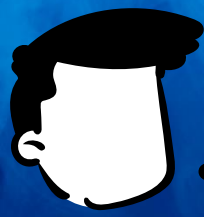
COM-B Model; Michie et al., 2011

# Summary of findings


Theme	Sub-theme	COM-B
Young people's knowledge of vaping	Unhealthy in the short-term, unknown in the long-term	Psychological Capability
	Recognise marketing tactics, advocate regulation	
	Perceived risks and misconceptions of smoking and vaping	
The influence of others on young people's vaping behaviour	The influence of peers	Social influence
	The influence of parents	
Wanted: a supportive and comprehensive approach to reduce vaping	Views on schools' current approach	Environmental influence
	Need for wider support	
	Ease of access and vape legislation	
Internal motivators: to vape or not to vape	Cool, 'chav', athlete: who are you?	Reflective motivation
	Vaping to feel good	

## Findings: Young people's knowledge of vaping


*Unhealthy in the short-term, unknown in the long-term*



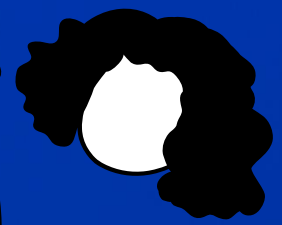
*...like a 16-year-old that had vaped too much or something, and he had to go to hospital because he couldn't breathe properly, because it like ruined his life he said. (Boy, KS3)*



*You have no idea how you're going to react in 20 years to it, because obviously they haven't been around that long for the research to be done. (Girl, KS4)*




*I think the fact that it's unknown also makes people (...) like fine with doing it, because they could feel like oh it could be fine it could be normal (...) nothing is going to happen, or there could be a chance that nothing is going to happen. (Boy, KS3)*




*I don't even think it's just nicotine that's a problem anymore in the vapes. Because you can literally get anything that you can put in the vapes, like you can get a like oil to put in your vape that makes you feel like a high, like you get in weed. But then also when they're telling you it's an oil like weed, it's not it's got other like drugs in it. (Girl, KS4)*

## Findings: Young people's knowledge of vaping


### Recognise marketing tactics, advocate regulation



*They are definitely marketed towards younger generations, like with all the different colours and maybe have lights on it or patterns and whatnot. They look cool. And they look cool to younger people. And I think if they wanted to stop younger people from vaping, they should probably start there and make it look less cool (Girl, KS4)*



*...there is smoking packets in my house, and they all have warnings on them saying the bad causes. I think that should be the same with vapes. (Girl, KS3)*



*...the popping colours and flavours make them more seem kid-like yet again. But people just want money and with all the other ideas, it sounds like they'd keep on promoting it. They know what they're doing to little children and just other teenagers and maybe even adults, but they'll keep on going no matter what. (Boy, KS3)*



## Findings: Young people's knowledge of vaping

### Perceived risks and misconceptions of smoking and vaping

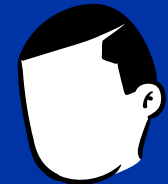


*I think people know that smoking is a lot worse (...) I feel they think that smoking is gonna be worse, and make their lungs worse, and cancer and things like that. (Boy, KS3)*

*When you see that [the message] you think, Oh, well, they're fine. But you're not saying that you're inhaling all these chemicals. Like, that's what you're putting in your body. You're not really getting that across. So that's just making it seem like it's okay to do it. (Girl, KS4)*



*... smoking is like 30 seconds, well not 30 seconds, you know like two minutes. Vaping you can just go (sharply inhales multiple times), I've known people who literally have vaped in like 10 20 seconds, it is much more harmful than smoking. I think it's probably a better thing to smoke now. (Boy, KS4)*





# Recommendations



**Balance** between ensuring young people know that vaping is not more harmful than smoking, but that it is still harmful due to health consequences.



**Shocking accounts are shared alongside the more likely outcomes** (e.g., becoming addicted to nicotine) as part of a longer-term plan.



**Signpost.** Young people should be made aware that just because a vape is able to be purchased, it does not mean it is safe.

[What's in your vape? - Drink Drug Hub](#)

Education should include content on youth-targeted marketing of vapes. **This content should focus on developing critical thinking skills<sup>11</sup>.**




Image from Tobacco Toolkit (Stanford Medicine, 2021)




## Findings: The influence of others on young people's vaping behaviour


### The influence of peers



*[If] you're the only one not doing it [vaping], you're more like you feel left out from it (...) It's like alcohol for instance like, if you go out and there's other, loads of people drinking and like having conversations about it and everything, it's like that with vaping as well, you feel like left out. (Boy, KS4)*



*Well vaping is it's very, like socially acceptable. Like if you see someone walking down the street vaping, like you don't think anything of it, it is just normal. (Girl, KS4)*




*[Vaping] will go down for maybe like a couple of weeks. And then people just forget about it and do it again. (...) They'll be like, no, I don't want to do it anymore. But then they'll continue and redo it. (Girl, KS4)*




## Findings: The influence of others on young people's vaping behaviour


### The influence of parents




*If you grew up with like your parents vaping, or like family members that you're around a lot (...) if they're there vaping in front of you, you sort of start doing it and then it just goes from there. (Boy, KS3)*



*Because it's like if they're getting it, at least they're getting it from me. At least they're getting it safely. (Girl, KS4)*



*If your mum [vapes], it seems alright. Because mum's doing it. So, it seems like you want to do it because your mum just lets you buy it. (Boy, KS4)*

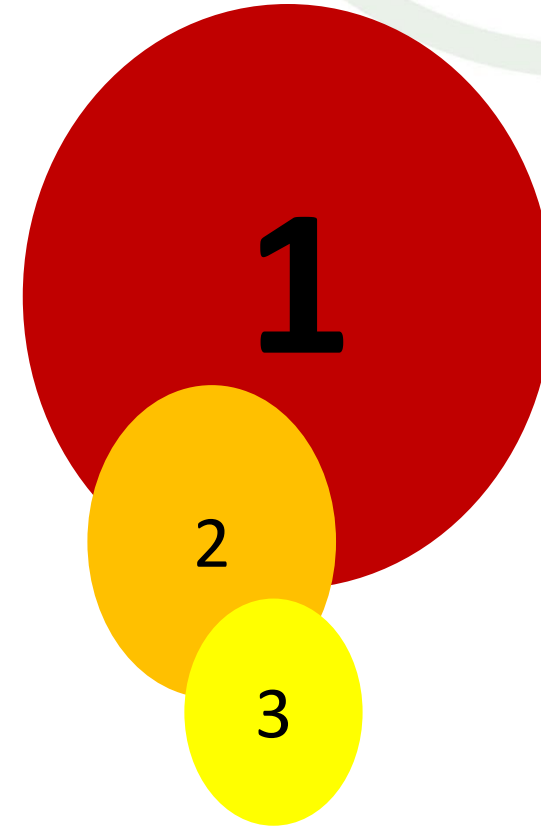


*[Young people who do not vape] probably have more care from their parents and more trust. And, like, if you have that trust from your parents, then you're going to think, oh, well, my parents trust me, I'm not going to go and [vape] behind their back. (Girl, KS4)*

# Recommendations

**Refusal skills should be taught** using activities that help young people get comfortable with refusing vapes in their own words and ways. Some effective and evidence-based materials can be found here for [Years 7 & 8](#) and here for [Years 9-11](#)<sup>11</sup>.

**Parents** who condone or facilitate their child's vaping should be **prioritised**.



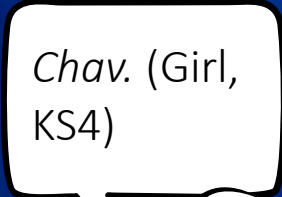


# Internal motivators: to vape or not to vape

## Cool, 'chav', athlete: who are you?



*Because if it makes them look cool, they'll do it. (Boy, KS3)*



*Chav. (Girl, KS4)*

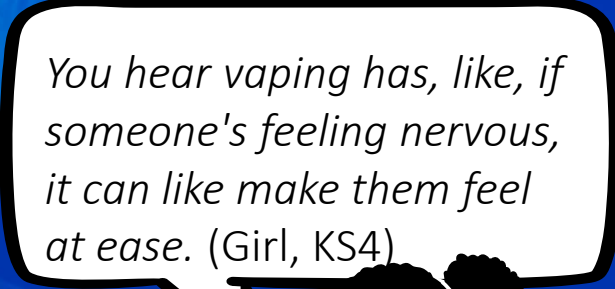


*Because I don't want to, rather than, just like, I'm sporty, so it would just ruin that. (Boy, KS3)*

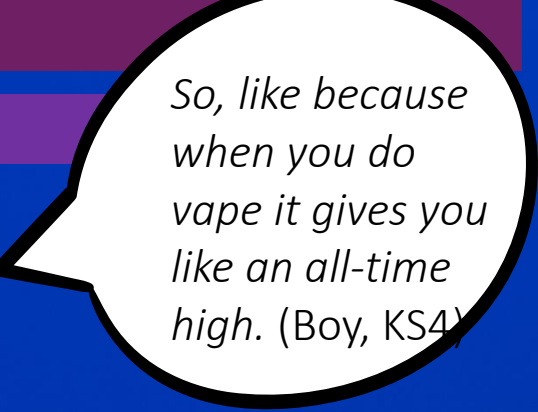
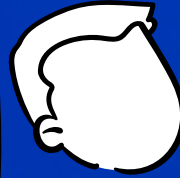


*There's definitely a relationship between performance in school and who does it...the lower the grades, the more likely...the less they try in school. (Boy, KS4)*

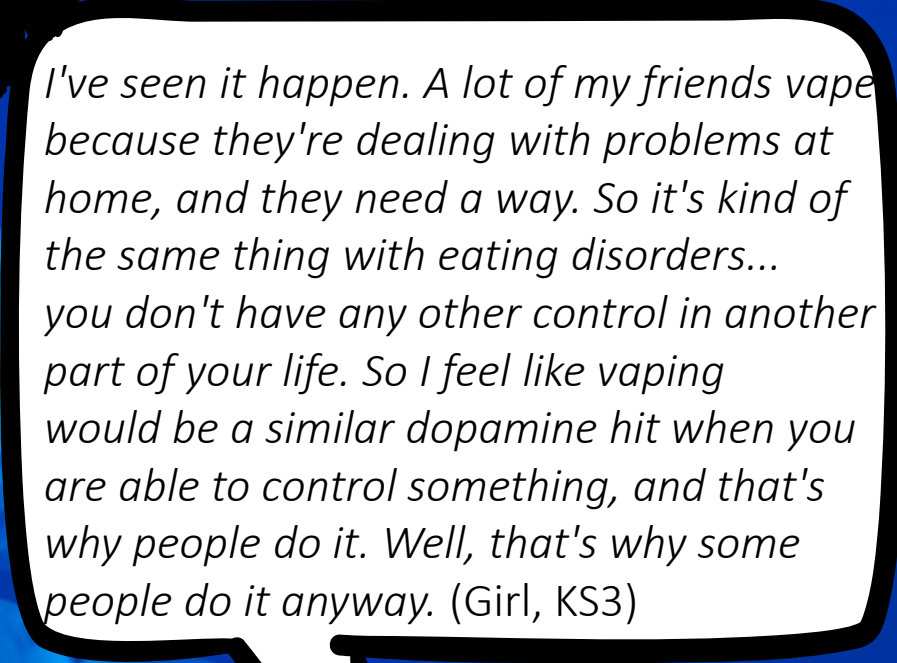
## Vaping to feel good



*You hear vaping has, like, if someone's feeling nervous, it can like make them feel at ease. (Girl, KS4)*



*So, like because when you do vape it gives you like an all-time high. (Boy, KS4)*



*I've seen it happen. A lot of my friends vape because they're dealing with problems at home, and they need a way. So it's kind of the same thing with eating disorders... you don't have any other control in another part of your life. So I feel like vaping would be a similar dopamine hit when you are able to control something, and that's why people do it. Well, that's why some people do it anyway. (Girl, KS3)*



# Recommendations



Effective intervention to prevent or help young people stop vaping should include **support around developing coping strategies and support for mental health.** Information about how nicotine addiction exacerbates symptoms of stress should also be included in an intervention.

**MENTAL HEALTH & SELF-MEDICATION**

WE MAY RESPOND BY CHOOSING ACTIVITIES THAT WE THINK WILL HELP US REDUCE THE STRESS LIKE USING E-CIGS OR VAPES.

SELF-MEDICATION IS WHEN SOMEONE USES SUBSTANCES TO REPEATEDLY AND CONSISTENTLY DEAL WITH STRESS, ANXIETY, OR OTHER MENTAL HEALTH ISSUES

The infographic features a teal background with a green box for the title. It includes illustrations of people talking, a person covering their face, hands holding a vape, and a person at a computer.

**KEY TAKEAWAYS**

- STRESS IS A PART OF EVERYONE'S LIFE
- THERE ARE HEALTHY WAYS TO COPE WITH STRESS
- USING E-CIGS AND/OR CANNABIS VAPES ARE UNHEALTHY WAYS TO COPE WITH STRESS
- STIGMA OF SUBSTANCE USE MAY WORSEN MENTAL HEALTH AND UNDERLYING STRESSORS

The infographic has a teal background with four colored boxes (blue and purple) containing text.



Becca & Natasha

## ACTIVITY



Responding with Compassion & Empathy

What did you see here?  
 What is really happening?  
 How relatable is this skit?  
 Both characters in the video talked about ways to help their friend Sarah.  
 Which of the two characters' messages would you find most helpful if you were Sarah? Why is that?  
 What can you do about the situation with Sarah if she was your friend?

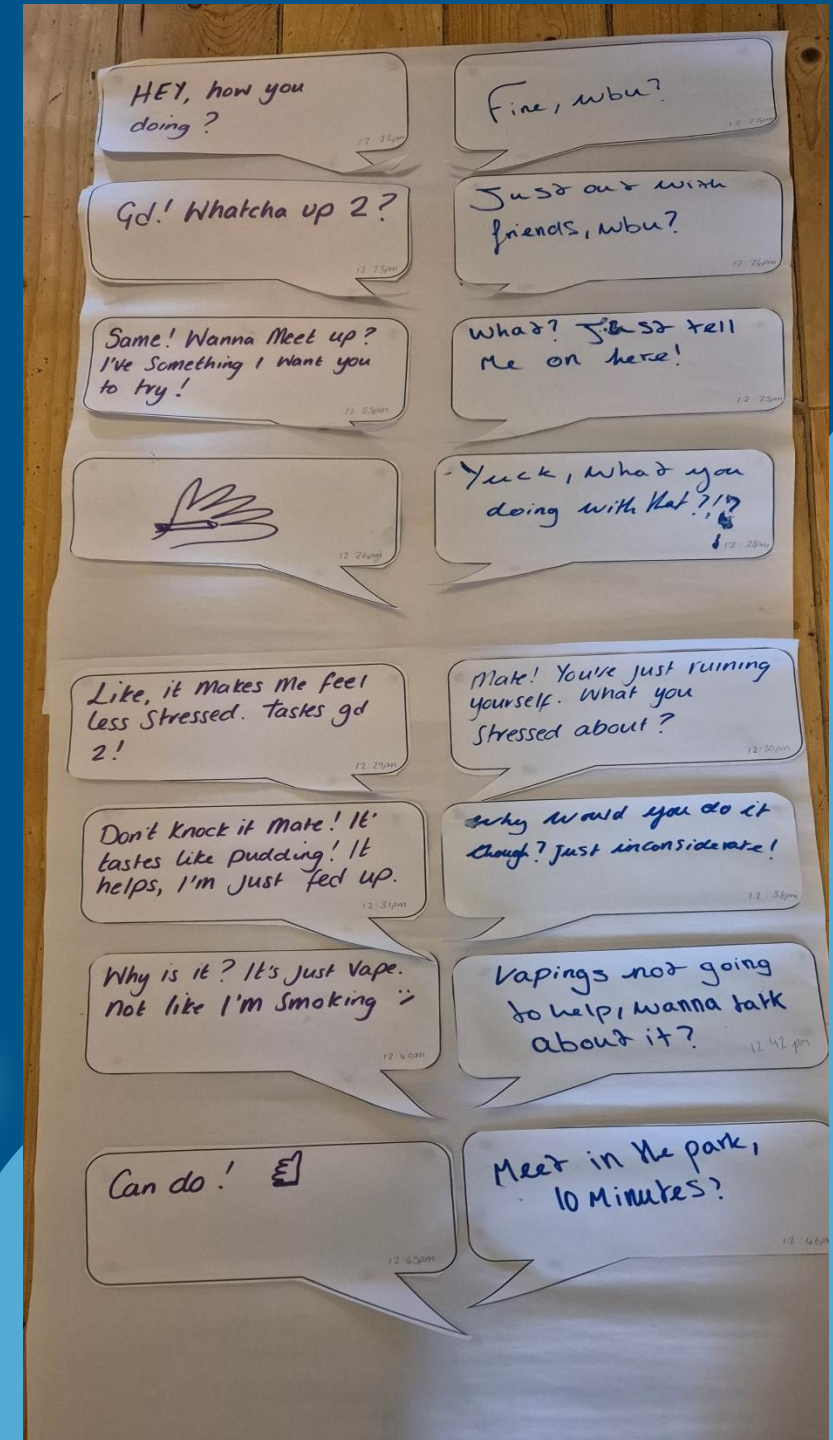




## Responding with Compassion + Empathy

What did you see here?  
What is really happening?  
How relatable is this skit?  
What would you find most helpful?

Working with members of NY youth councils to produce realistic interactions.



HEY, how you doing? 12:24pm

Fine, wbu? 12:24pm

Gd.! Whatcha up 2? 12:25pm

Just out with friends, wbu? 12:24pm

Same! Wanna Meet up? I've something I want you to try! 12:25pm

What? Just tell me on here! 12:25pm

*[Handwritten scribble]* 12:26pm

Yuck, what you doing with that? 12:26pm

Like, it makes me feel less stressed. tastes gd 2! 12:27pm

Mate! You're just ruining yourself. What you stressed about? 12:27pm

Don't knock it Mate! It tastes like pudding! It helps, I'm just fed up. 12:31pm

Why would you do it though? Just inconsiderate! 12:34pm

Why is it? It's just Vape. Not like I'm Smoking 12:40pm

Vapings not going to help, wanna talk about it? 12:42pm

Can do! 12:45pm


Meet in the park, 10 minutes? 12:46pm




# Findings: Wanted: a supportive and comprehensive approach to reduce vaping

## Views on schools' current approach


Yeah, in school, they don't really like, crack down on it...But when something does get done, it's not the most beneficial, because obviously, they just send you in isolation or whatever. Like it's not constructive. (Girl, KS4)




If they like, tell you off and punish you loads that probably won't like encourage you to stop. But if they like sat down and were like nice about it they could actually like help them prevent doing it. (Boy, KS3)



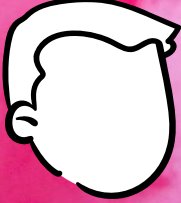
I don't think harsher punishment does stop people. I think it makes them more careful about getting caught if anything. (Boy, KS4)



They're like addicted to a vape, like knowing most young people they're not just going to just go ahead and like just quit after like one assembly saying, it's not good for you, you shouldn't do it. (Boy, KS3)




I think the police and medical professionals are completely different. I feel like people would listen to a medical professional, more than they would listen to a police officer. (Boy, KS3)






# Findings: Wanted: a supportive and comprehensive approach to reduce vaping

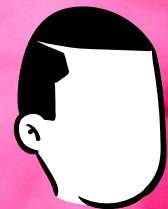
## Need for wider support




*You'd still get judged for doing it [seeking support] (...) there's literally nothing private in this town. (Girl, KS4)*



*I think if someone is so addicted, they will do anything and everything to get a hold of like the nicotine(...) unless you fully sit them down and fully help them in a way, they're still going to do it. (Girl, KS4)*



*...people would think, Oh, I don't want to get a detention for this. So I won't go to the teacher. So that might make them think if I go to an adult, they might like ground me or something. So they might just keep it to themselves. And that isn't helpful at all. (Boy, KS3)*



*[Snus] is like a nicotine pouch, and you put it under your lip, helps them stop [vaping] really (Boy, KS3)*



# Findings: Wanted: a supportive and comprehensive approach to reduce vaping

## Ease of access and vape legislation

*There's a lot of young people in [Town] that do sell them to like make money [And]...If you went to a corner shop, they wouldn't even like think about it twice, they'd be like, yeah, here you are (Girl, KS4)*



*And I feel like that the age should go up for like, for example, I think it was 18 I feel like it should go to around 20 or 21 instead. Because not naming again. I see lots of people going around vape shops, and they don't show ID and they just buy it. (Boy, KS3)*

*Yeah, instead of being like a legal selling, it will just become an illegal selling like, it's still going to happen. Obviously, underage kids aren't legally allowed to buy vapes, yet they still do. So, it's probably not going to reduce it. It's just going to put it under the radar. (Girl, KS4)*



# Recommendations



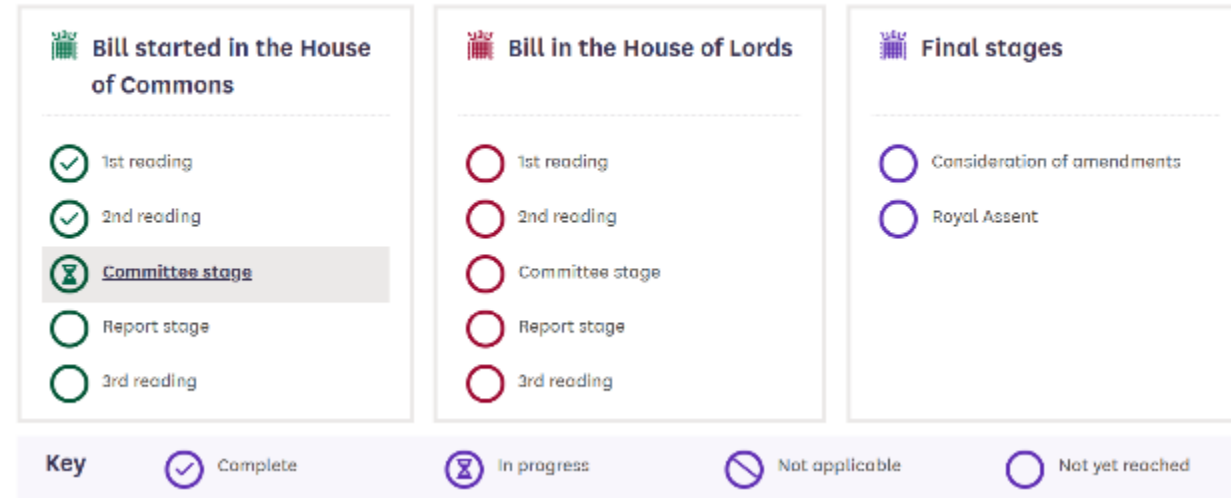
**Trusted health professionals** deliver health information around vaping.

**Legislation needed** around flavours and presentation of vapes.



**Supportive school policy** that works to prevent uptake and help quit.

## Bill passage



**Work with Trading Standards** to identify opportunities for local intervention.



# Supportive conversations

- Source: **Public Health Wales (PHW)** [Information and Guidance on Vaping for Schools in Wales \(nhs.wales\)](https://www.nhs.uk/wales-information-and-guidance-on-vaping-for-schools-in-wales)

Questions to consider are:

- Is the learner a regular vaper or have they only tried vaping once or twice?
- How long has the learner been vaping?
- Is the learner using other substances, or engaging in other risky behaviours, or is vaping the only concern?
- Is the learner vaping within a wider social network of learners or do they usually vape alone?
- Does the learner vape in other settings, e.g. outside school grounds or in the family home?
- Where does the learner obtain their vapes from and how are these paid for? Be alert to potential supply networks within the school setting and/or association with other potential safeguarding concerns
- What are the learner's wider needs? Do they receive or need support for other social or educational issues?

- PHW suggest considering three broad categories of vaping experience when discussing vaping / offering support.



## Experimentation

- Learners who have tried vaping once but have not progressed to regular use
- Opportunity to discuss motivations for experimentation (e.g. curiosity, peer pressure) and support learners to manage any unwanted pressures.

## Regular use perceived as controlled

- Learners who vape regularly but do not believe this is affecting their lives negatively and/or they are not dependent
- Understand contexts of use (e.g. is there vaping in the family home?)
- Explore reasons for vaping (e.g. do they perceive vaping as helping to manage stress) and any unacknowledged negative experiences
- Explore the issue of the cost of and access to vapes; how much it costs to vape regularly and risks associated with underage access
- Encourage consideration of options for harm reduction and/or cessation.

## Dependent vaping identified as a problem

- Learners who recognise they are dependent on vaping and that vaping negatively affecting their lives
- Identify specific issues related to vaping and issues/needs that might be connected to use



# Next Steps

Publish report in February 2025

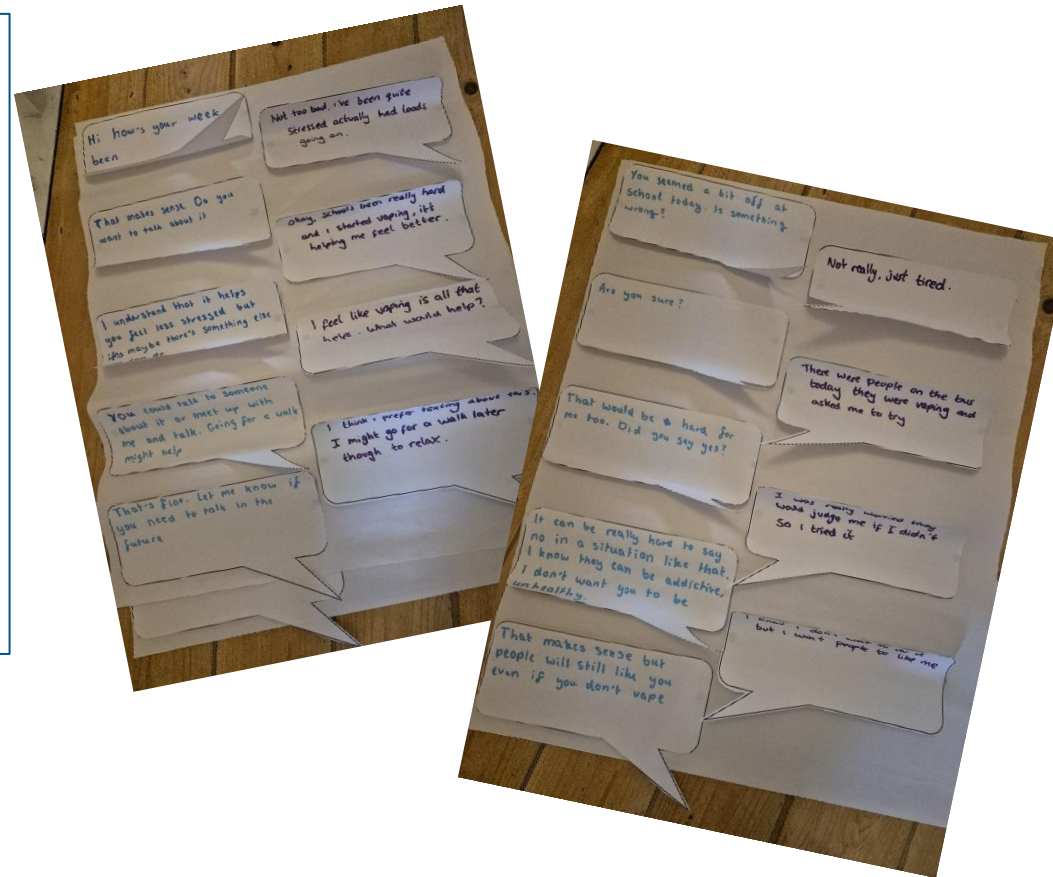
Co-produce educational resource  
Available for June 2025

Work with Trading Standards to  
enhance current practice



Behavioural determinants of  
vaping among young people  
in North Yorkshire: Insights  
for effective intervention

Report produced by Jennifer Cassarly, Behaviour  
Change Officer and Sarah Dinsdale, Behavioural  
Science Researcher

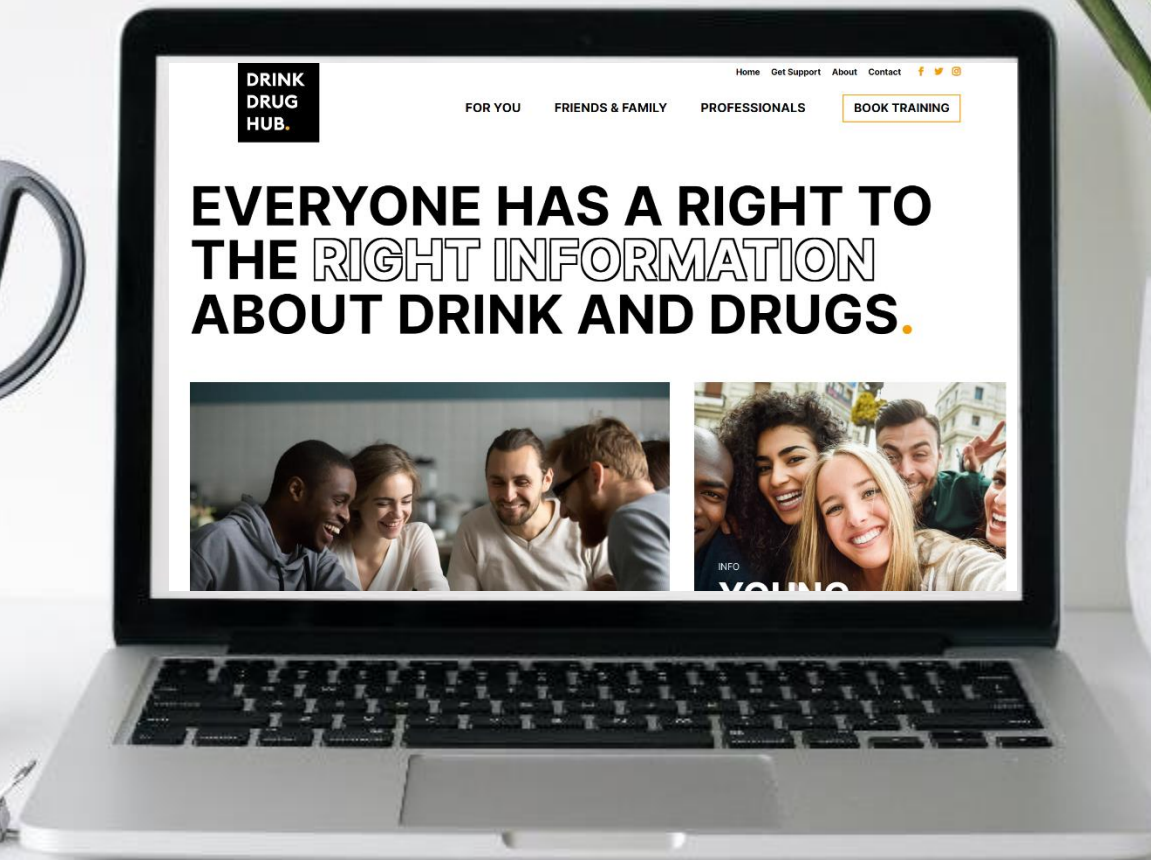


- Enhancing the capability of retailers through training.
- Improving opportunities for age verification via regulations on product placement.
- Motivating compliance by increasing penalties and offering positive incentives.
- Broader systemic changes such as raising public awareness and pushing for stronger regulation of vape products could further support the effort to reduce sales to minors.



**Learning resource:**

**DRINK  
DRUG  
HUB.**



**drinkdrughub.co.uk**

[Ask a scientist – what's in your vape?](#)



Dr Oliver Sutcliffe: give him a drug sample and he can tell you what's in it.

**Published July 2023**

- Our own DDH resource compiled after 5 children in North Yorkshire became sick after vaping, with some experiencing seizures, convulsions and collapsing.
- We interviewed scientist Dr Oliver Sutcliffe at Manchester Drug Analysis and Knowledge Exchange (MANDRAKE) about what he had found in the vapes sent to him for testing.
- Not all vapes came from incidents of harm. Many were ordinary vapes containing nicotine. But some vapes and oils contained **THC (cannabis), vitamin E-acetate, and spice**.
- Research subsequently published July 2024 showed similar findings.




# What It Means to Be "Nic-Sick"

Nicotine is one of the most addictive drugs around, and new studies suggest an overdose can have deadly consequences.



**WEBPAGE**  
Read time: 5 mins



**DON'T BE NIC-SICK**  
Feeling sick after a vape? Nicotine might be to blame if you are unused to the drug. The American Lung Association explains why.

[VISIT AMERICAN LUNG ASSOC.](#)

WHY DO WE TRUST THIS SOURCE?



## Published Feb 2024

- DDH linked to an external resource by American Lung Association detailing symptoms of nicotine sickness, signs to watch for, and how to respond.
- We posted this to raise awareness that young people can also feel sick from nicotine. Vapes that comply with all UK regulations can still make young people ill if they are not accustomed to nicotine.

# SNUS AND NICOTINE POUCHES.

Last Updated: Sep 13, 2024 | Read Time: 5 mins | Format: Guide



## What is snus?

Okay, so snus is a small pouch of dried tobacco leaves that looks like a tiny teabag. You place it under your lip. You don't chew. You just leave it there and let the nicotine slowly absorb into your gums. You can't legally buy snus in the UK, but it is sold in Sweden where people traditionally prefer using snus to smoking cigarettes.



Swedish snus isn't legal in the UK

Published September 2024

- Compiled due to a trend of young people trying nicotine pouches.
- This trend may continue to grow as schools clamp down on vapes, leading young people to explore other ways to try nicotine without being 'caught.'
- This resource was adapted with the help of young people's workers, from an earlier DDH resource written for parents.

[Snus and nicotine pouches – learn more.](#)

# References

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**Thank you for listening.**

**Questions?**

# Coming in 2025

## Strategies and Resources

- Being Young in North Yorkshire
  - Early Help Strategy
  - Harmful Sexual Behaviour Strategy
- 
- Self-Harm and Suicide ideation Toolkit
  - Voice of the Child Toolkit
  - Harmful Sexual behaviour Toolkit
  - Neglect

## Events and Training

- Safeguarding week – June 2025
  - Child Exploitation conference – TBA
  - Designated Safeguarding Lead Conference – Autumn 2025
- 
- Reducing Parental Conflict
  - Young People and Vaping
  - Growing Up in North Yorkshire results
  - Strategy/toolkit launches

# Key Links

[www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)



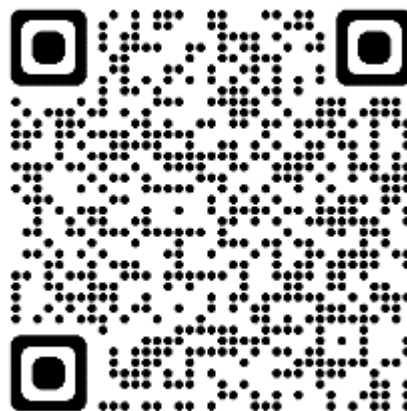
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