



Department of  
Education

**Shaping the future**

# Wundowie Primary School School Drug Response and Whole-School Drug Education Plan

Version Date: 21/10.2022 V2.1



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## Document Control

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Contact for enquiries and proposed changes	
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## Document Scope

This whole-school drug education plan details Wundowie Primary School's alcohol and other drugs education curriculum planning and implementation program as well as the processes for incident management and intervention support.

In accordance with the Department's *Student Behaviour in Public Schools Procedures v2.7* this document outlines a whole school plan to support positive student behaviour including provision of evidence-based drug and alcohol education as part of a best practice whole-school approach.

This document meets the requirements of the following Department of Education policies:

- Student Behaviour in Public Schools Policy Version 2.3 Effective: 4 January 2016 Last Updated: 18<sup>th</sup> February 2022
- Student Behaviour in Public Schools Procedures Version 2.7 Effective: 26 April 2016 Last Updated: 18<sup>th</sup> February 2022
- Requirements Related to the Student Behaviour in Public School Policy Version 1.0 Effective date: 24 February 2021 Last Updated 24<sup>th</sup> February 2021
- Staff Induction Policy Effective date: 11 December 2018 Version 4.4 Last update date: 16 June 2022
- Staff Induction Procedures Effective date: 11 December 2018 Version 4.5 Last update date: 24 June 2022
- Alcohol and Other Drugs in the Workplace Policy Effective date: 11 December 2018 Version 1.0 Last update date: 11 December 2018
- Alcohol on Public School Premises Procedures Effective date: 11 December 2018 Version 1.0 These procedures must be read in conjunction with the Alcohol and Other Drugs in the Workplace Policy. Last update date: 11 December 2018
- Alcohol and Other Drugs in the Workplace Procedures Effective date: 11 December 2018 Version 1.0 These procedures must be read in conjunction with the Alcohol and Other Drugs in the Workplace Policy Last update date: 11 December 2018
- Addressing VAPES in Schools Last Reviewed 10 June 2022
- Child Protection in Department of Education Sites Policy Effective date: 13 August 2019 Version: 3.3 Last update date: 3 October 2018

Staff members are responsible for actively participating in and complying with this outline. Procedures and information cover the following and are found in this document:

- A. Definitions
- B. Incident management and intervention
- C. Incident management and intervention support flow chart for Principal
- D. Volatile substance
- E. Vapes
- F. Referral processes to external agencies

Appendix A: Staff handbook

- A. Staff Training
- B. Staff Roles and Responsibilities
- C. Staff Information: Volatile Substances
- D. Staff Information: Vapes
- E. Immediate Incident Management for All Staff

Appendix B: Staff and Parent Handbook Information

- F. Key Areas of the Health Promoting Schools Framework
- G. Use of Guest Speakers

Appendix C: Parent Information Book

- A. Drug Safe School

## Definitions

<b>Drug</b>	A drug is a substance, other than food and water, which is taken to change the way the body and/or mind function.
<b>Licit or legal drug</b>	is one which is sanctioned by law and may be readily available (e.g. caffeine), may be restricted by age (e.g. tobacco, alcohol) or provided by prescription (e.g. dexamphetamine). Note If a legal drug is not used for the intent it was made for or by the person it was scripted for it becomes and illegal drug for the purpose of this plan.
<b>Illicit drug or illegal</b>	is one which it is prohibited to produce, sell, possess or use (e.g. cannabis, amphetamine).
<b>Possession of drugs/alcohol</b>	Found in possession as far as drugs/alcohol being located on/or in a person in/down clothing, carried in wallets/pockets etc. Found in possession as far as drugs/alcohol being located in personal belongings or in the control of person carrying bags, toilet bags, bedding, drawer/closets, rooms etc. Unless proven to be a shared commune room that a single person could not be identified as being the one in possession.
<b>Volatile Substance Use (VSU)</b>	Volatile substance use (VSU) is the deliberate inhalation of substances, which produce a vapour or gas at room temperature, for their intoxicating effects. It is commonly referred to as 'sniffing', 'solvent use', 'inhalant use' or 'chroming'.
<b>E-cigarettes and VAPS</b>	E-cigarettes (regardless of whether they contain nicotine or not) typically mimic traditional tobacco cigarettes, cigars or pipes in appearance. More recent styles can look like everyday items such as pens, USB memory sticks and larger round or rectangular devices. Products that resemble tobacco products, regardless of whether they contain nicotine or not, cannot be sold in WA and it is an offence under the <i>Tobacco Products Control Act 2006</i> ( <a href="#">external site</a> ) to sell such products.  Reference <a href="https://healthywa.wa.gov.au/Articles/A_E/Electronic-cigarettes-e-cigarettes">https://healthywa.wa.gov.au/Articles/A_E/Electronic-cigarettes-e-cigarettes</a>

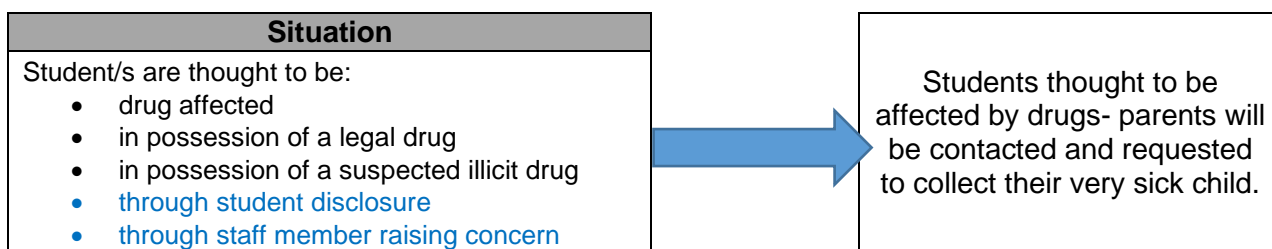
## Incident Management and Intervention Support Principal

Incident Management and Intervention Support is the structured response to drug use incidents occurring within the school.

There are many factors involved in student drug use and any member of the staff team may be required to manage and support incidents and issues at any given time. These may involve:

- suspicion of student drug use
- student possession, use and/or distribution of legal or illicit drugs
- disclosure of student drug use and/or issues relating to drug use
- student attendance at school while drug affected.

To work well with drug use incidents and issues, a school's response should be coordinated, authoritative, consistent, fair and reasonable in order to achieve improved health and educational outcomes for all concerned. This occurs best where a range of supporting structures exist and are known to the whole school community. Operating from a clear set of procedures allows staff, students and parents to feel supported.



<b>Initial Follow-up Actions</b> <ul style="list-style-type: none"> <li>• Principal receives drug-related evidence – witnessed and documented</li> <li>• Inform student/s of process</li> <li>• Contact and involve parent/s</li> <li>• Establish facts</li> <li>• Determine further actions – following process for either legal or illicit drug use</li> <li>• Consider need to send home</li> <li>• Document details/actions</li> </ul>	<b>Substance is a legal drug</b> <ul style="list-style-type: none"> <li>• Substance is a legal drug being used on school premises where use is prohibited</li> <li>• Substance is a legal drug being used by students who are under-age</li> <li>• Substance is a legal drug being used outside the parameters of the intended purpose (e.g. use of a volatile substance or sale/inappropriate use of prescription medication)</li> </ul>	<b>Legal drug – Follow-up Actions</b> <ul style="list-style-type: none"> <li>• Consult with parent/s</li> <li>• Determine actions- refer to BMIS and give consideration to individual cases</li> <li>• Provide Intervention Support</li> <li>• Document, monitor and evaluate</li> </ul>
	<b>Substance is possibly an illicit drug</b> <ul style="list-style-type: none"> <li>• Substance is an illicit drug</li> <li>• Substance is suspected of being an illicit drug</li> <li>• Substance is being represented as an illicit drug</li> </ul>	<b>Illicit drug – Follow-up Actions</b> <ul style="list-style-type: none"> <li>• Report to Principal</li> <li>• Police are notified (When illegal drugs are involved, in almost all cases, the matter will be reported to the police.)</li> <li>• Police conduct enquiries</li> <li>• Illicit activity suspected</li> <li>• Student searches required</li> <li>• Nature of substance uncertain</li> <li>• Determine actions- refer to BMIS and give consideration to individual cases</li> <li>• Provide intervention support</li> <li>• Document, monitor and evaluate</li> </ul>

<b>Intervention Support</b>	
<ul style="list-style-type: none"> <li>• Negotiate re-entry plan (BMIS and Good Standing Policy), with all parties, monitor and evaluate.             <ul style="list-style-type: none"> <li>• Communicate with parents</li> <li>• Counselling is available from the Psychologist or recommended community experts.</li> <li>• Affirm student/s participation</li> </ul> </li> <li>• Ensure inter-staff communication and feedback with confidential memo</li> <li>• Engage broader school support if required</li> <li>• Using your boundaries and consequences as a guide</li> </ul>	<ul style="list-style-type: none"> <li>• Address illicit drug use if acknowledged within re-entry plan</li> <li>• Address Volatile Substance Use (VSU) if acknowledged</li> <li>• Promote student autonomy</li> <li>• <b>Gather evidence and implement student welfare strategies such as counselling etc</b></li> <li>• <b>Document contract with all parties</b></li> <li>• <b>Monitor and evaluate</b></li> </ul>

Note:

- Continued offences after the counselling process has been completed will be seen as an indication that the student refuses to comply with school policy. Such a student may be excluded from the School.
- In all of the above, the Principal has the responsibility to take note of special individual circumstances in the decision making process.

For further information refer to: <https://www.sdera.wa.edu.au/media/1310/getting-it-together-drug-education.pdf>

## Vapes

Report e-cigarette incidents

All vaping and vape-related incidents at your school need to be recorded as follows: incidents involving suspensions are recorded in SIS as per usual - use the phrase 'vaping incident' in the Behaviour Details tab. non-suspension vaping incidents are to be recorded in the SIS Behaviour Module - use the phrase 'vaping incident' in the Behaviour Details tab.

Help cards are available to assist you with the process:

- [Report a vaping incident where the student is suspended\[Word 848.94 kB\]](#)
- [Report a vaping incident where the student is not suspended\[Word 554.95 kB\]](#)
- If you suspect a student has swallowed or had skin contact with liquid from an e-cigarette: call the WA Poisons Information Centre immediately on 13 11 26 if the student is conscious and alert call 000 for an ambulance if the student is unconscious.
- Use caution when handling the devices as they can combust or cause burns.
- Contain Cat 7 Poison do not put with general waste
- Do not dismantle for recycling as they can explode or risk skin exposure to harmful chemicals
- Store them in a dry place away from sunlight, heat (less than 35° Celsius) and humidity. Access more information about battery storage from Planet Ark. Dispose of devices through a waste removal service that is capable of disposing lithium batteries and liquid nicotine (a poison). Do not place them in general waste.
- Do not give to parents- could be interpreted as supplying
- If you suspect someone is selling vapes or e-cigarettes and their components, email TobaccoPolicy@health.wa.gov.au to report it to the Department of Health.

Refer to Addressing VAPS in Schools Last Reviewed 10 June 2022 on Ikon for management, disposal etc

## Volatile Substances

AS VSU use affects the brain stem please beware of the following:

- If students run do not chase them. Inform Admin who will inform Police who will do a welfare follow-up.
- If students accompany you to the office **do not leave unsupervised for any period of time** until you are confident the effects have worn off. They can deteriorate rapidly without warning several hours after use and may be in respiratory distress.
- Even where there is an issue, the information provided to parents, families and communities needs to be provided in a discrete manner to avoid creating shame and stigma for the user, their family and the community.
- For more information go to <https://vsu.mhc.wa.gov.au/strategies/informationeducation/>

To support government strategy we follow the Mental Health Commissions policy of reporting for more information go to <https://vsu.mhc.wa.gov.au/vsu-in-wa/incident-reporting-and-response/>

## Referral Process

- School Psychologist
- External agencies
- 

There are a number of community-based agencies across the state that can provide information, counselling and treatment services to school aged students. Schools may have access to government, non-government and private services in their locality, all of which may have a different referral process.

All exchanges of information should be made in adherence to the department's procedure and confidentiality requirements. Parental approval must be included in this process.

Contact	Phone Number	Email / Website
<b>Holyoake's Wheatbelt Community Alcohol and Drug Service (WCADS)</b>	<b>(08)9621 1055</b> <b>Freecall: 1800 447 172</b>	133 Fitzgerald Street, Northam, WA 6401 [PO Box 375] Email: <a href="mailto:adminnortham@holyoake.org.au">adminnortham@holyoake.org.au</a> Office hours: 8.30am – 4.30pm Monday to Friday, 4.30pm – 9pm Thursday: By appointment
<b>Quit support- WA Health Department (Smoking and VAPS) Avon &amp; Central- based in Northam</b>	<b>9690 1616</b>	Shani Toki <a href="mailto:shani.toki@health.wa.gov.au">shani.toki@health.wa.gov.au</a>

## Appendix A Staff Handbook:

### Staff Roles and Responsibility

As part of all Staff responsibilities we are responsible to adhere to the Department of Education ALCOHOL AND OTHER DRUGS IN THE WORKPLACE POLICY EFFECTIVE: 11 DECEMBER 2018 VERSION: 1.0 FINAL.

Staff will engage in Incident Management and Intervention Support at different levels depending on their role in the school. The table below outlines all staff responsibilities expected at this school. When all staff are familiar with their roles and the agreed Procedures for Incident Management and Intervention Support they can complement the management and support strategies of the school. To provide a fair, consistent and effective response it is imperative that staff:

- know their own job and role and understand the role of others
- are aware of the procedures for working with drug use issues
- are supportive of these procedures.

All Staff including Support Staff
<ul style="list-style-type: none"> <li>• Identification- this may be in many forms such as:               <ul style="list-style-type: none"> <li>○ Visual e.g. using, in possession or attending school whilst affected</li> <li>○ Disclosure verbally</li> <li>○ Disclosure through school work</li> </ul> </li> <li>• Raising the issue with the Principal - teachers are encouraged to document in Integris – refer to child notes/behaviour tab</li> <li>• Support school policy e.g. BMIS and procedures including reporting breaches OINS</li> <li>• Ongoing support and monitoring as advised provided by the Student Services Team</li> <li>• Be provided with feedback as appropriate by the Student Services Team</li> </ul>

If the students attend school and appear to be under the influence of an unknown substance, please escort them to the Principal or send for immediate assistance. See Immediate Incident Management for All Staff Information

### Training

- Epipens: staff are trained in administration annually provided by school nurse. Alternatively access the department recommend anaphylaxis training. School staff can complete the Australian Society of Clinical Immunology and Allergy (ASCIA) [online training](#) every two years so they can:
  - use anaphylaxis prevention strategies
  - recognise and respond to anaphylaxis
  - use adrenaline autoinjectors (EpiPens).



- We are an asthma aware school.

Asthma Puffers: We are training annually, this is either face to face delivery from the Asthma Nurse or may be - on line (Depended on availability)

Asthma WA offers professional development to inform and educate teachers and support staff about correct asthma management for students under their care. The training is available at <https://asthmaonline.org.au/shop/>

The education session includes:

- Physiology of asthma
- Asthma medications and devices
- Triggers in the school environment – with a focus on exercise induced asthma
- How to recognise an asthma flare-up
- Asthma First Aid and how to manage an emergency
- access of appropriate professional development to enable staff to deliver drug education confidently
- Access food allergy training

School and canteen staff who work with food complete the National Allergy Strategy online training so they can:

- identify food allergy risks
- manage food allergens
- respond to enquiries from students with food allergies.

Sharps: It is important that all staff are aware of the procedures for sharps found on school grounds. The document Dispose of syringes and needles- Safe work procedure (DoE) is on the SHARED Drive

### Staff Information: Volatile Substances

AS VSU use affects the brain stem please beware of the following:

- If students run do not chase them. Inform Admin who will inform Police who will do a welfare follow-up
- If students accompany you to the office **do not leave unsupervised for any period of time** until you are confident the effects have worn of. They can deteriorate rapidly without warning several hours after use and may be in respiratory distress.

While it may seem appropriate to provide information or education about volatile substance use (VSU) to everyone, it is important to consider the audience when deciding what information, if any, should be provided.

- Information or education about VSU needs to be targeted and considered, to avoid raising the awareness of young people to a practice that they may not have previously been aware of. This is to reduce the risk of increasing interest and subsequent experimentation in VSU. For this reason, school and community-wide education campaigns are not recommended. We teach VSU as part of chemical management in our programs ie occupational health and safety of use of chemicals in the home.

### Staff Information: Vapes

- If you suspect a student has swallowed or had skin contact with liquid from an e-cigarette: call the WA Poisons Information Centre immediately on 13 11 26 if the student is conscious and alert call 000 for an ambulance if the student is unconscious.
- Use caution when handling the devices as they can combust or cause burns.

## Immediate Incident Staff Response

<ul style="list-style-type: none"><li>• <b>Keep calm</b></li></ul>
<ul style="list-style-type: none"><li>• Keep calm and focus on working through the steps outlined.</li></ul>
<ul style="list-style-type: none"><li>• <b>Ensure safety of student/s and consider staff support</b></li></ul>
<ul style="list-style-type: none"><li>• Decide whether or not you require support from another staff member prior to intervening- send for help - runner</li><li>• Determine the need for first aid or emergency care.</li><li>• If the student/s appear physically unwell, proceed with school medical procedures</li><li>• If Volatile Substance Use (VSU) is suspected, approach with caution with reassurance of intent to support. Student safety in this case is promoted by reduced agitation. To startle or give chase can exacerbate risk of Sudden Sniffing Death Syndrome.</li><li>• Where possible, confiscate any drugs and isolate the student/s who appear to be directly involved.</li><li>• If student/s appear physically well and coherent, continue to work through the procedures that follow</li></ul>
<ul style="list-style-type: none"><li>• <b>Inform student/s of concerns</b></li></ul>
<ul style="list-style-type: none"><li>• Advise student/s of your concern around their behaviour and your suspicion of possible drug use. State the boundaries of confidentiality and that your intervention aims to promote their safety and welfare.</li></ul>
<ul style="list-style-type: none"><li>• <b>Inform Principal</b></li></ul>
<ul style="list-style-type: none"><li>• Ensure the Principal is informed of the situation as soon as possible. This could also be completed in action 2 by sending a runner, getting another staff member to relay to the Administration team, or using a mobile to inform the Administration Team.</li></ul>
<ul style="list-style-type: none"><li>• <b>Escort student/s to Principal for interview</b></li></ul>
<ul style="list-style-type: none"><li>• Walk student/s to a private place known to be appropriate for the purpose of an interview situation.</li><li>• Ensure student/s wait under adult supervision until the Principal arrives.</li></ul>
<ul style="list-style-type: none"><li>• <b>Hand responsibility to Principal and document details</b></li></ul>
<ul style="list-style-type: none"><li>• Hand over all the information at your disposal as well as any drug/s or related implements confiscated from the student/s.</li><li>• Document the confiscation and exchange details in line with your school's documentation procedure. Remember your confidentiality responsibilities.</li></ul>
<ul style="list-style-type: none"><li>• <b>Principal Get the facts</b></li></ul>
<ul style="list-style-type: none"><li>• Try to obtain the facts to promote the safety of the students involved. Was a drug used? What type of drug was used? How much was taken? When and how was it taken? Was more than one drug taken?</li><li>• Proceed in a non-threatening manner and do not make assumptions.</li></ul>
<ul style="list-style-type: none"><li>• <b>Principal attend to other students involved</b></li></ul>
<ul style="list-style-type: none"><li>• Attend to the needs of all students involved to ensure their safety and welfare.</li><li>• Follow up with these students and if required consult with the Principal who may notify their parents while adhering to the school's confidentiality requirements and respecting the privacy of those directly involved.</li></ul>
<p>For further information refer to: <a href="https://www.sdera.wa.edu.au/media/1310/getting-it-together-drug-education.pdf">https://www.sdera.wa.edu.au/media/1310/getting-it-together-drug-education.pdf</a></p>

## De-escalation

You can prevent escalation by:

### Staying calm

- Move slowly and try not to make too much eye contact.
- Give them space and don't crowd them.
- Keep your voice low, calm and steady.
- Quietly move children away.
- Make the area as safe as you can; remove dangerous objects.
- Don't ask too many questions.
- Say things like, 'I am not angry with you – I just want to make sure you are safe.'
- Try and use their name, like 'Jason, can you tell me what is going on for you?'

## Reassure

- Be supportive. Tell them that they'll be okay, and what they're feeling will go away when the drug wears off.
- Help them calm down by encouraging them to move to a quiet place where they can rest.
- Listen to them and respond with calming comments. This isn't the time to argue.

## Respond

- Follow your schools procedure.
- It may be necessary to call an ambulance by dialling triple zero (000).
- Ambulance Officers don't need to involve the police.
- If the person becomes violent or threatens to hurt themselves or someone else, move yourself and others to a safe place and call the police by dialling triple zero (000).

Reference Catriona Coe, Wraparound Intervention Tool Kit ©SDERA 2018; SCIS record Number 1885401 page 7

## Appendix B: Staff and Parent Handbook Information

### Drug Education

Our Drug Education plan meets are consistent with the Principals for School Drug Education. We promote a whole-school approach to Drug Education, where school staff, parents, students and the wider community work together to establish and maintain a safe environment. In order to be effective, drug education must be ongoing to meet the changing needs of the students at Wundowie Primary School.

### Key Areas of the Health Promoting Schools Framework:

#### Curriculum

- We deliver age-appropriate drug education content across all year levels following the WA Health Curriculum.
- We use evidence-based drug education resources such as *Challenges and Choices* ([www.sdera.wa.edu.au](http://www.sdera.wa.edu.au))
- Refer to Health Scope and Sequences: Health and Physical Education Plan
- School administration supports staff to deliver appropriate drug education by allowing in-school time for planning, providing professional development opportunities for staff and allocating funds for resources and materials.
- Classroom programs focus on resilient skill development (Personal and Social Capabilities) and develop students' knowledge and understanding, attitudes and values and promote help-seeking behaviour.
- Learning is extended from the classroom to promote parent support of drug education programs (e.g. through communication to parents).

#### Ethos and Environment

- A CHAT Committee with representatives from the teaching and administration staff, school health service staff, students and parents is supported
- Drug education is included in whole-school planning.
- All students have the opportunity to participate in drug education programs and initiatives.
- School administration supports staff attendance at professional development to broaden their understanding and enhance their confidence in working well with drug use issues.

- We have *Procedures for Incident Management and Intervention Support* and these are available for the community in the School Drug Response and Whole School Drug Education Plan as part of the BMIS Plan in consultation with the school community.

### **Parents and Community**

- Parents and families are involved in drug education initiatives e.g. Triple P
- Drug education information and strategies for parents and families are provided on a regular basis through a variety of methods such as the newsletter, website and at school assemblies.
- We include information in our parent and staff handbooks

### **Guidelines for Engaging Guest Presenters**

- The Department of Education does not recommend the use of guest speakers in the absence of a comprehensive alcohol and other drugs education program. New guidelines state that teachers are best-placed to provide drug education as part of an ongoing school program. For more information go to <https://www.sdera.wa.edu.au/media/1310/getting-it-together-drug-education.pdf>

<b>Attitudes and values</b>	Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.
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### Personal, social and community health- overview scope and sequence (WA Health Syllabus)

	PP	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Being healthy, safe and active</b>	<p>Personal strengths of individuals</p> <p>The different parts of the body and where they are located</p> <p>Protective behaviours to keep safe and healthy:</p> <ul style="list-style-type: none"> <li>• saying 'no'</li> <li>• moving away</li> <li>• telling an adult</li> <li>• asking for help</li> </ul> <p>Trusted people in the community who can help individuals feel safe</p>	<p>Personal strengths and how these change over time</p> <p>The strengths of others and how they contribute to positive outcomes, such as games and physical activities</p> <p>Ways in which the body changes as individuals grow older</p> <p>Strategies to use when help is needed, such as:</p> <ul style="list-style-type: none"> <li>• dialling 000 in an emergency</li> <li>• reading basic safety signs</li> <li>• accessing a safety house or a trusted network</li> <li>• asking a trusted adult</li> </ul> <p>The benefits of healthy eating and regular physical activity on health and wellbeing</p> <p>Personal strengths and achievements and how they contribute to personal identities</p> <p>Changes in relationships and responsibilities as individuals grow older</p> <p>Strategies to use when help is needed:</p> <ul style="list-style-type: none"> <li>• procedure and practice for dialling 000 in an emergency</li> <li>• locating safety houses and trusted networks in the local community</li> </ul> <p>Strategies and behaviours that promote health and wellbeing:</p> <ul style="list-style-type: none"> <li>• personal hygiene practices</li> <li>• healthy eating</li> <li>• sufficient sleep</li> <li>• staying hydrated</li> <li>• regular physical activity</li> </ul>	<p>Factors that strengthen personal identities, such as the influence of:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• school</li> </ul> <p>Physical, social and emotional changes that occur as individuals grow older, such as changes to:</p> <ul style="list-style-type: none"> <li>• the body</li> <li>• friendships</li> <li>• feelings</li> </ul> <p>Assertive behaviours and communication skills to respond to unsafe situations, such as:</p> <ul style="list-style-type: none"> <li>• keeping calm</li> <li>• using appropriate non-verbal communication skills</li> <li>• seeking help</li> </ul> <p>Actions in daily routines that promote health, safety and wellbeing:</p> <ul style="list-style-type: none"> <li>• healthy eating</li> <li>• appropriate levels of physical activity</li> </ul> <p>Use of persistence and resilience as tools to respond positively to challenges and failure, such as:</p> <ul style="list-style-type: none"> <li>• using self-talk</li> <li>• seeking help</li> <li>• thinking optimistically</li> </ul> <p>Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:</p> <ul style="list-style-type: none"> <li>• positive self-talk</li> <li>• assertiveness</li> <li>• seeking help</li> <li>• sharing responsibilities</li> </ul> <p>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:</p> <ul style="list-style-type: none"> <li>• being alert and aware of unsafe situations</li> <li>• using assertive behaviour and language</li> </ul>	<p>Ways that individuals and groups adapt to different contexts and situations</p> <p>Changes associated with puberty which vary with individuals:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• mental</li> <li>• emotional</li> </ul> <p>Reliable sources of information that inform health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> <li>• internet-based information</li> <li>• community health organisations</li> <li>• publications and other media</li> </ul> <p>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>• comparing food labels on products</li> <li>• increased physical activity</li> <li>• practising sun safety</li> </ul> <p>Ways that personal identities change over time</p> <p>Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:</p> <ul style="list-style-type: none"> <li>• minimising and managing conflict</li> <li>• recognising and building self-esteem</li> <li>• selecting and managing relationships</li> </ul> <p>Criteria that can be applied to sources of information to assess their credibility</p> <p>Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>• refusing medicines, tobacco, alcohol or other drugs</li> <li>• improving the nutritional value in meals</li> </ul>

## Appendix C Handbook Information for Students and Parents:

### Drug Aware School

**In the event of a drug use incident or where a student requires intervention for a drug use issue, the steps outlined in our Response plan in summary:**

- the parent/s will be notified by appropriate personnel
- the Principal will consider notifying police if illicit drug use is suspected
- both students and parents will be offered support through appropriate interventions
- the incident or issue will be documented and other relevant agencies involved
- respect will be given to privacy and confidentiality by and for all parties
- the health and well-being of all parties involved will be given priority.

**Possible consequences include:**

- Breach of good standing
- Suspension
- Referral to counselling internal and external

Please refer to Wundowie Primary School's Drug Response and Education Plan as part of the BMIS policy.

***Wundowie Primary School does not permit students while on school premises, at any school function, excursion or camp to:***

- *smoke and/or possess tobacco products including e-cigarettes VAPS etc.*
- *consume, possess or be affected by alcohol*
- *possess and/or use pharmaceutical drugs for non-medicinal purposes*
- *possess and/or use aerosols (asthma aware school)*
- *possess and/or use illicit drugs*
- *possess and/or use drug-related equipment, with the exception of use for intended legitimate medicinal use.*
- *Consume possess caffeinated drinks*

**Sharps found on site**

- Have someone stay with the sharp, don't leave it unattended (if possible).
- Send for a staff member immediately.
- Keep are clear of other children till an adult arrives.
- Do not attempt to pick up the sharp.

### Related Documents: Department of Education

- Student Behaviour in Public Schools Policy Version 2.3 Effective: 4 January 2016 Last Updated: 18<sup>th</sup> February 2022
- Student Behaviour in Public Schools Procedures Version 2.7 Effective: 26 April 2016 Last Updated: 18<sup>th</sup> February 2022
- Requirements Related to the Student Behaviour in Public School Policy Version 1.0 Effective date: 24 February 2021 Last Updated 24<sup>th</sup> February 2021
- Staff Induction Policy Effective date: 11 December 2018 Version 4.4 Last update date: 16 June 2022
- Staff Induction Procedures Effective date: 11 December 2018 Version 4.5 Last update date: 24 June 2022
- Alcohol and Other Drugs in the Workplace Policy Effective date: 11 December 2018 Version 1.0 Last update date: 11 December 2018
- Alcohol on Public School Premises Procedures Effective date: 11 December 2018 Version 1.0 These procedures must be read in conjunction with the Alcohol and Other Drugs in the Workplace Policy. Last update date: 11 December 2018

- Alcohol and Other Drugs in the Workplace Procedures Effective date: 11 December 2018 Version 1.0  
These procedures must be read in conjunction with the Alcohol and Other Drugs in the Workplace Policy Last update date: 11 December 2018
- Addressing VAPES in Schools Last Reviewed 10 June 2022
- <https://www.education.wa.edu.au/web/policies/-/work-health-safety-policy>
- <https://www.education.wa.edu.au/o/article/pdf/web/policies/-/work-health-and-safety-procedures>
- <https://ikon.education.wa.edu.au/-/find-out-about-the-incident-management-manual>
- Child Protection in Department of Education Sites Policy Effective date: 13 August 2019 Version: 3.3  
Last update date: 3 October 2018

## Related Documents Wundowie Primary School

Staff Induction Booklet  
 Parent Information Book  
 Good Standing Policy  
 Positive Student Behaviour Plan  
 Health and Wellbeing Policy  
 Nut Policy  
 Health Scope and Sequences  
 School Strategic Plan  
 Sun Smart Policy

## Useful External Contacts:

Contact	Phone Number	Email / Website
Mental Health Commission – Alcohol & Drug Support Service	(08)9442 5000	<a href="mailto:alcoholdrugsupport@mhc.wa.gov.au">alcoholdrugsupport@mhc.wa.gov.au</a> <a href="http://www.alcoholdrugsupport.mhc.wa.gov.au">www.alcoholdrugsupport.mhc.wa.gov.au</a>
Mental Health Commission – Parent & Family Support Line	(08)9442 5050	<a href="mailto:alcoholdrugsupport@mhc.wa.gov.au">alcoholdrugsupport@mhc.wa.gov.au</a> <a href="http://www.mhc.wa.gov.au/parentandfamilydrugsupportline">www.mhc.wa.gov.au/parentandfamilydrugsupportline</a>
Local Community Alcohol & Drug Service		
Local Police Station		

## Historical Releases

Release and approval		
Reviewed by	Signature	Date
Administration Team V2		23.3.2021
Staff V2		19.5.2021
School Board V2		10.6.2021
P & C V2		10.6.2021
Release Date		10.6.2021