

**Wundowie Primary School
School Drug Response and Education Plan
V 2
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Contact for enquiries and proposed changes	
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Our Vision

At Wundowie Primary School we aim to provide a safe environment for all children and the wider community. We believe that children need to be equipped with the necessary lifelong skills to help keep them safe and to make positive choices. We encourage the growth of our school community through positive and supportive relationships between school staff, parents and families and the wider community.

Purpose

At Wundowie Primary School we believe that drug education is integral to the well-being of our students. We aim to provide a safe and supportive environment for the school community. We are committed to providing our students with drug education and necessary related intervention across all year levels.

Scope

This document outlines Wundowie Primary School's Drug Education Plan outlines the response and management of all incidents of drug use, school drug education curriculum planning and implementation at our school. The purpose of this plan is to set out specific procedures and information to ensure that all staff members know and understand the response to student drug use, and the school's drug education/curriculum outline. Staff members are responsible for actively participating in and complying with this outline.

Procedures and information cover the following:

- A. Definitions
- B. Volatile substances
- C. Incident management and intervention support flowchart Principal
- D. Referral processes to external agencies

Staff handbook information

- E. Staff roles and responsibilities
- F. Immediate incident management for all staff
- G. Volatile substances
- H. Staff training
- I. Education plan outline

Parent Handbook information

- J. Drug education response and education plan outline for parents

This document meets the requirements of the STUDENT BEHAVIOUR IN PUBLIC SCHOOLS POLICY
This PDF contains the following documents: Student Behaviour in Public Schools Policy v2.2 Effective: 4 January 2016 Last Updated: 3 October 2018 STUDENT BEHAVIOUR IN PUBLIC SCHOOLS PROCEDURES: Student Behaviour in Public Schools Procedures v2.5 Effective: 26 April 2016 Last Updated: 3 October 2018. This document is based on the Department of Education's Road Safety and Drug Education Branch - School Drug Education and Road Aware (SDERA) best practice document "Getting it Together: a Whole School Approach to Drug Education.

Definitions

Drug	A drug is a substance, other than food and water, which is taken to change the way the body and/or mind function.
Licit or legal drug	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.
Illicit drug or illegal	is one which it is prohibited to produce, sell, possess or use (e.g. cannabis, amphetamine).
SDERA	Department of Education, Road Safety and Drug Education Branch - School Drug Education and Road Aware Programs and Resources
School	Wundowie Primary School
Possession of drugs/alcohol	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.
Volatile Substance Use (VSU)	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'.
E-cigarettes and VAPS	<p>Nicotine is a Schedule 2 drug in Australia, which means It is illegal to sell electronic cigarettes containing nicotine in Australia.</p> <p>Electronic cigarettes (e-cigarettes) are battery-powered devices.</p> <p>They heat a cartridge containing liquid chemicals and flavouring into a mist, which is inhaled through a mouthpiece and exhaled as a visible vapour. (Cartridges may not contain nicotine)</p> <p>E-cigarettes 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.</p> <p>Sales of e-cigarettes containing nicotine are not legal anywhere in Australia. Nicotine is a dangerous poison, even in small quantities, and it is strictly regulated in WA under the <i>Medicines and Poisons Act 2014</i> (external site).</p> <p>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> (external site) to sell such products.</p> <p>Reference https://healthywa.wa.gov.au/Articles/A_E/Electronic-cigarettes-e-cigarettes</p>

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.

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.
- 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/>.
- The reporting documents are filed on the shared drive.

Incident Management and Intervention Support Flow Chart Principal

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

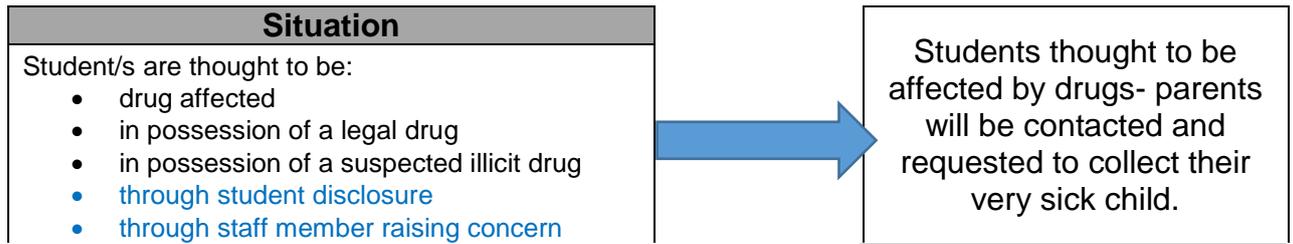
There are many factors involved in student drug use and any member of the staff team may be required to manage and support incidents and issues at any given time. These may involve:

- 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.

Therefore, Procedures for Incident Management and Intervention Support should:

- state the consequences for inappropriate behaviour,
- have disciplinary and educative components,
- provide support options,
- and act as a deterrent.
-



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

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

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>

Referral Process and Documentation

- School Psychologist
- External agencies such as Holyoake

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.

Referral forms can be found on the school drive with this document.

Sample consent statement:

Parent Consent:

I _____ give permission for the school to refer my child to _____ as part of the schools intervention support process as outlined in the School's Response and Education Drug Education Plan.

Parent Name _____ Signature _____ Date _____

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. This is available on the schools shared drive.

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

Immediate Incident Management for All Staff

Immediate Actions
<ol style="list-style-type: none"> 1. Keep calm 2. Ensure safety of student/s and Consider staff support- Inform Administration 3. Inform students of concerns 4. Inform Principal 5. Escort student/s for interview 6. Hand responsibility to Student Services Team and document details 7. Get the facts 8. Attend to other students involved
<ul style="list-style-type: none"> • Keep calm
<ul style="list-style-type: none"> • Keep calm and focus on working through the steps outlined.
<ul style="list-style-type: none"> • Ensure safety of student/s and consider staff support
<ul style="list-style-type: none"> • Decide whether or not you require support from another staff member prior to intervening- send for help - runner • Determine the need for first aid or emergency care. • If the student/s appear physically unwell, proceed with school medical procedures • 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. • Where possible, confiscate any drugs and isolate the student/s who appear to be directly involved. • If student/s appear physically well and coherent, continue to work through the procedures that follow
<ul style="list-style-type: none"> • Inform student/s of concerns
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Inform Principal
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Escort student/s to Principal for interview
<ul style="list-style-type: none"> • Walk student/s to a private place known to be appropriate for the purpose of an interview situation. • Ensure student/s wait under adult supervision until the Principal arrives.
<ul style="list-style-type: none"> • Hand responsibility to Principal and document details
<ul style="list-style-type: none"> • Hand over all the information at your disposal as well as any drug/s or related implements confiscated from the student/s. • Document the confiscation and exchange details in line with your school's documentation procedure. Remember your confidentiality responsibilities.
<ul style="list-style-type: none"> • Principal Get the facts
<ul style="list-style-type: none"> • 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? • Proceed in a non-threatening manner and do not make assumptions.
<ul style="list-style-type: none"> • Principal attend to other students involved
<ul style="list-style-type: none"> • Attend to the needs of all students involved to ensure their safety and welfare. • 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.
<p>For further information refer to: https://www.sdera.wa.edu.au/media/1310/getting-it-together-drug-education.pdf</p>

Staff 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 (ASCI) 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.

Guidelines for Engaging Guest Presenters

As per Department of Education Ed-d-mail Tuesday 22 October 2019

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 (on the Shared drive: DoE Guest Speaker Statement) 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>

Refer to trimmed document: D19/0412560

Drug Education Guidelines for Parents

This document is to be considered in partnership with the School Drug Response and Education Plan. At Wundowie Primary School we operate within a whole school approach to drug education which gives our students the best possible outcomes. The following is inserted into the school parent hand book.

Drug Education Guidelines for Parents

Our school Drug Education guidelines are consistent with the Principles for School Drug Education. The guidelines 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.

These guidelines have been developed in consultation with staff, students, parents and community members to address Drug Education in a caring and consistent manner within the Wundowie Primary School community and will be implemented in the following ways. They are inclusive of:

- A safe and supportive environment
- The recognition of risk and protective factors
- Consistent policy and practice

DRUG EDUCATION PLAN:

Ethos and Environment

- A School Drug Education Leadership Team (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 Drug Education Guidelines* are reviewed on an annual basis in consultation with the school community.
- 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 developed and implemented *Procedures for Incident Management and Intervention Support* and these have been communicated through the whole-school community as a part of the *School Drug Education Guidelines*.

Parents and Community

- Parents and families are involved in drug education initiatives.
- 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.
- Orientation packs to new staff members and families include our *School Drug Response and Education Guidelines for Parents*. (These distributed to all families at the beginning of each year or on enrolment during the year.)

Curriculum

- Our school drug education plan identifies age-appropriate drug education content across all year levels.
- We use evidence-based drug education resources such as *Challenges and Choices* (www.sdera.wa.edu.au).
- Our curriculum is delivered on rotational basis within the split classes.
- 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 skill development (resiliency skills) and develop students' knowledge and understanding, attitudes and values and promote help-seeking behaviour.
- A minimum of one term per year (10 hours) is provided to all students across each school year.
- Learning is extended from the classroom to promote parent support of drug education programs (e.g. through the use of take-home activities).
- Culturally aware and targeted drug education

Guest Speakers:

- 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>

Attitudes and values	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
Being healthy, safe and active	<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"> • saying 'no' • moving away • telling an adult • asking for help <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"> • dialling 000 in an emergency • reading basic safety signs • accessing a safety house or a trusted network • asking a trusted adult <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"> • procedure and practice for dialling 000 in an emergency • locating safety houses and trusted networks in the local community <p>Strategies and behaviours that promote health and wellbeing:</p> <ul style="list-style-type: none"> • personal hygiene practices • healthy eating • sufficient sleep • staying hydrated • regular physical activity 	<p>Factors that strengthen personal identities, such as the influence of:</p> <ul style="list-style-type: none"> • family • friends • school <p>Physical, social and emotional changes that occur as individuals grow older, such as changes to:</p> <ul style="list-style-type: none"> • the body • friendships • feelings <p>Assertive behaviours and communication skills to respond to unsafe situations, such as:</p> <ul style="list-style-type: none"> • keeping calm • using appropriate non-verbal communication skills • seeking help <p>Actions in daily routines that promote health, safety and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating • appropriate levels of physical activity <p>Use of persistence and resilience as tools to respond positively to challenges and failure, such as:</p> <ul style="list-style-type: none"> • using self-talk • seeking help • thinking optimistically <p>Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:</p> <ul style="list-style-type: none"> • positive self-talk • assertiveness • seeking help • sharing responsibilities <p>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:</p> <ul style="list-style-type: none"> • being alert and aware of unsafe situations • using assertive behaviour and language 	<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"> • physical • mental • emotional <p>Reliable sources of information that inform health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • internet-based information • community health organisations • publications and other media <p>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none"> • comparing food labels on products • increased physical activity • practising sun safety <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"> • minimising and managing conflict • recognising and building self-esteem • selecting and managing relationships <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"> • refusing medicines, tobacco, alcohol or other drugs • improving the nutritional value in meals

DRUG RESPONSE PLAN:

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.