



Morley Senior High School

School Drug Education Plan

Ratified by:	Date
School Executive	27 November 2023

Version 1.1

This document outlines Morley Senior High School's Drug Education Plan and includes Incident and Intervention Support and Drug Education Guidelines 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 v3.0 Effective: 17 July 2023 This resource has been created to align with the DoE requirements when responding to drug education and intervention at Morley Senior High School.



Our School Commitment

This document is consistent with the *Principles for School Drug Education*. The guidelines promote a whole-school approach to drug education where school staff, students, parents and the wider-school community unite together with the aim of preventing and reducing potential and existing risks of harm from drug use, to establish and maintain a safe school environment.

Ethos and Environment

- Our school has a whole school approach to drug education plan which includes incident management and intervention support.
- Our drug education plan is reviewed biannually or on a needs basis between scheduled reviews and is accessible to all staff on Connect- staff handbook, in the policies folder.
- All students have the opportunity to participate in drug education programs and initiatives.
- School administration support staff attend professional development to broaden their understanding and enhance their confidence in working well with drug use issues.
- Our school has guidelines for engaging with guest speakers.

Parents and Community

- Drug education information and strategies for parents and families are provided on a regular basis through a variety of methods such as social media and Connect.
- Our school fosters relationships with local support agencies.
- To new families of the Morley SHS Community, our *School Drug Education Guidelines* will be available on our web site

Rationale

Drug use is a complex issue and it is recognised that drug use problems result from a combination of many contributing factors. The influence and effects of drug use on the individual, family and community is evident in our society. The school's response therefore is as comprehensive as possible. In addition, a whole school approach to drug education will be maintained at this school and it is anticipated that the school community will be aware and supportive of the school's policy.

This policy has been developed in consultation with Department of Education, Road Safety and Drug Education Branch, State-wide Services, school staff, parents and students and has been endorsed by the School Decision Making Group in accordance with the school aims.

This school's Drug Plan will contribute to the development of a positive, healthy and caring school environment in which students can achieve their full potential and develop interpersonal skills that will help them face challenges both in and out of school now and in the future.

Curriculum

Our school's health education program is not only reviewed regularly, but also uses evidence-based resources to deliver drug education.

	Year 7	Year 8	Year 9	Year 10
Scope and Sequence	Dimensions of Health (Health Triangle) Relationships Values Safety Resilience Drugs and alcohol Healthy Lifestyles Protective behaviours Cyber Safety Puberty	Communication Self esteem Values Healthy Lifestyles Puberty Resilience Drugs Fitness Nutrition Smoking Decision Making	Drugs Healthy Lifestyles Mental Health Relationships Safety Cyber Safety Lifestyle Diseases Goal Setting Stress Relief Techniques First Aid	SHQ- Growing and Developing Health Relationships GDHR course Keys For Life - Driver Education Course *Resilience, mental health, and decision making is embedded into all year groups

Purpose

This drug plan has been established to communicate 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. staff roles and responsibilities
- B. preventative education including Guest Speakers (Appendix 1)
- C. incident management process, including specific school responses to incidents
- D. intervention support
- E. referral processes to external agencies
- F. documentation requirements
- G. drug education guidelines for parents for parent handbook and publication on the school web site.

Our drug education plan is reviewed biannually or on a needs basis between scheduled review and is accessible to all staff in the Policies folder. References will be linked in the staff handbook.

Incident Management:

<p>Situation</p> <p>If there is imminent threat to staff and students, call Police.</p> <p>For critical incident action the relevant sector or school's Critical Incident Management Plan.</p>	<p>Student/s are thought to be:</p> <ul style="list-style-type: none"> • Drug affected • In possession • In of a legal drug • In possession of a suspected illicit drug <p>If volatile substance use (VSU) is suspected, action the relevant VSU process.</p>
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<p>Immediate Actions</p> <p>Respond to students in possession or suspected of being under the influence of alcohol or other drugs</p>	<p>Approach the student:</p> <ol style="list-style-type: none"> 1. remain calm 2. seek help from another staff member 3. explain to student that you are concerned about their wellbeing 4. prioritise safety of all staff and student/s 5. stand to the side of student when speaking 6. avoid talking to student in front of other students, accompany student to appropriate support location 7. inform relevant staff members. 	<p>Do not:</p> <ul style="list-style-type: none"> • confront or argue with the student • try to physically restrain the student, unless as a last resort if there is an imminent risk of harm to student or others • leave the student alone • allow the student to leave the school site on their own.
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<p>Initial follow-up actions</p> <ol style="list-style-type: none"> 1. Organise immediate care for the student. 2. Get the facts. 3. Contact and involve parent or caregiver to explain the situation and arrange collection for student. 4. Document incident and store / dispose of drug-related evidence as per relevant school policy. 5. Respond to further information. 	<p>Legal Drug</p> <ul style="list-style-type: none"> • Substance is a legal drug being used on school premises where use is prohibited. 	<p>Follow Up</p> <ol style="list-style-type: none"> 1. investigate further 2. provide intervention support 3. document, monitor and evaluate.
	<p>Illicit Drug or Misused Pharmaceutical</p> <ul style="list-style-type: none"> • Substance is an illicit drug • Substance is suspect of being an illicit drug • Substance is being represented as an illicit drug • Substance is a legal drug being used outside the parameters of the intended purpose. 	<p>Follow Up</p> <ol style="list-style-type: none"> 1. Consider police involvement 2. Provide intervention support 3. Document, monitor and evaluate

Intervention Support:

<p>Situation</p>	<p>Student drug use issue identified:</p> <ul style="list-style-type: none"> • through disclosure by student or other • through a staff member raising concern • as the result of a drug-related incident
<p>Immediate Actions</p>	<p>Reassure student/s that their health and wellbeing are the primary concern</p> <ul style="list-style-type: none"> • If a student is referred to you for intervention support following a drug-use incident, ensure you have the relevant referral information prior to engaging with the student • Explain to student/s that the focus of the intervention is to promote their health and wellbeing • Acknowledge your designated role in providing support to the student • Consider cultural diversity and responsiveness • State the boundary of confidentiality • Gauge student willingness to engage with the intervention support process <p>Raise and clarify the issue</p> <ul style="list-style-type: none"> • Acknowledge the student's disclosure or, if you are raising the issue, advise of your concerns • Clarify the situation • Communicate with empathy <p>Support students through the referral process</p> <ul style="list-style-type: none"> • Reassure the student by involving them in the intervention support process • If referral to another support/wellbeing staff member or external support is required, provide explanation and reassurance of what/who will be involved and an outline of the process which will follow • Report and document involvement and actions taken to meet the schools reporting and record keeping strategies
<p>Disciplinary Interventions</p> <p>Action the school behaviour management plan implementing the necessary disciplinary actions:</p> <ul style="list-style-type: none"> • Ensure disciplinary actions support the students ongoing wellbeing • Activate support measures with the school and community to retain the student's engagement with the school • Document involvement and action taken to ensure consistency • Monitor and evaluate effectiveness 	<p>Student Welfare Interventions</p> <p>Develop and implement an individual student intervention plan:</p> <ul style="list-style-type: none"> • Develop a student focused individualised intervention plan: include all relevant student details

Boundaries and Consequences

Whilst following the process of incident management and intervention support it is well understood that students need clear boundaries and defined consequences. The school has agreed to the following immediate actions and responses to drug incidents and will outline these clearly in the Drug Education Guidelines for parents. They are as follows:

The following will apply as part of the incident and intervention support processes to students of Morley Senior High School while on school grounds, or at any school function, excursion or camp that choose to:

smoke and/or possess* tobacco products or smoking implements (VAPES etc):

- Students are NOT permitted to bring smoking implements, including vapes in any form onto the property nor are they allowed to inhale smoke in any form whilst they are in the care of the school.
- If students are found with empty vaping devices/vape canisters it will be assumed that vaping has taken place on the school grounds.
- Please note that students caught with other students smoking are considered to be smoking also.

1. First offence

- Phone call to parents advising them of the offence
- 2-day suspension
- Loss of Good Standing
- intervention session with appropriate agency. If implement is a Vaping device, it is recommended external agency intervention with the Community Health Nurse

2. Second offence:

- Phone call to parents with a meeting arranged
- Intervention as above
- 3-day suspension
- Loss of Good Standing

3. Third and subsequent offences:

- Phone call to parents with a meeting arranged
- 5-day suspension
- Re-entry student behaviour modification plan- this will include referral to external agency

• consume, possess* or be affected by alcohol:

- Students are NOT permitted to bring alcohol in any form onto the property nor are they allowed to consume alcohol in any form whilst they are in the care of the school.
- Students are also NOT permitted to attend school under the influence of alcohol.
- If students are found with empty alcohol bottles/containers it will be assumed that the alcohol has been consumed at school.
- Please note that students caught with other students are considered to be consuming alcohol also.

1. First offence

- Phone call to parents advising them of the offence,
- intervention session with the Community Health Nurse

- 2-day suspension

2. Second offence:

- Phone call to parents with a meeting arranged
- Intervention as above
- 3-day suspension
- Loss of Good Standing

3. Third and subsequent offences:

- Phone call to parents with a meeting arranged
- 5-day suspension
- On re-entry and student behaviour modification plan- this will include referral to external agency

- **Possess* and/or use illicit drugs**

- Any student found in possession of illegal drugs or a drug smoking implement with traces of drugs (i.e. shows signs of having being used) will be referred to the police. The student will face a minimum of 5 days suspension.

- **Possess* unused drug-related equipment, with the exception of for intended legitimate medicinal use:**

- Any student found with an unused drug smoking implement will face a minimum of 5 days' suspension.

- **Possess* and/or use pharmaceutical drugs (over the counter or prescription) for non-medicinal purposes:**

- Phone call to parents advising them of the offence,
- intervention session with the Community Health Nurse

- **Possess* and/or use volatile substances (Appendix 2)**

*** Possession of drugs/alcohol:**

Possession of drugs refers to drugs/alcohol being located in personal belongings or in the control of the person carrying bags, toilet bags, bedding, drawer/closets, rooms etc. Unless proven to be a shared commune room/ bag, item ect, a single person cannot be identified as being the one in possession.

Morley Senior High 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 flow charts for Incident Management and Intervention Support will be followed. 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.

Morley SHS does not permit students while on school premises, at any school function, excursion or camp to:

- smoke and/or possess tobacco products
- consume, possess or be affected by alcohol
- possess and/or use pharmaceutical drugs for non-medicinal purposes
- possess and/or use volatile substances
- possess and/or use illicit drugs
- possess and/or use drug-related equipment, with the exception of intended legitimate medicinal use.

All school staff should confirm the procedures regarding the administration of medications.

School contacts	Useful contacts and information
Principal Sue Gilchrist Contact number: 0421 024 260 65517	Road Safety Drug Education- State-wide Services (08) 9264 4743 Rsde.rfe@education.wa.edu.au
School Health Nurse Ray Oliver Contact number: 0417 177 859 65536	Alcohol and Drug Information Service (08) 9442 5000 or 1800 198 024
Student Support Andrew Neho and Mike Weggelaar Contact number: 0424 074 941 65530	Parent Drug Information Service (08) 9442 5050 or 1800 653 203
School Psychologist Manveen Kohli Contact number: 9376 5555 65537	Drug Alcohol Youth Service (08) 9222 6300

APPENDIX 1- Guidelines for Engaging a Guest Speaker

- **Key considerations before you use guest speakers or external organisations**

School staff are best placed to deliver drug education because of existing relationships. These relationships offer an opportunity for ongoing learning, skill development and early intervention. These are the key elements of effective health education.

We receive funding from the Mental Health Commission to support school staff to deliver best-practice AOD primary prevention education.

For resources and professional learning opportunities, you can [access AOD education resources and professional learning](#)

- **Potential risks in using a guest speaker or external organisation**

The [School Education Regulations 2000 \(WA\)](#) Part 3 Division 7 requires the principal to consider particular matters for arrangements for the provision of services to the school.

The arrangements should not:

- require the school to endorse, recommend or provide any goods or services
- provide for any student to participate in an activity unless the student chooses to do so
- provide goods or services likely to conflict with the ethos and values of the school or otherwise adversely affect the school's reputation.

Any teaching materials provided as part of the arrangement must clearly identify they are provided as part of the arrangement.

- **Assess the suitability of the guest speaker and presentation**

Consider the organisation's background. Initiatives affiliated with the alcohol or tobacco industries may not align with best-practice approaches to drug education in schools. Organisations funded, sponsored or endorsed by the alcohol or tobacco industry, such as Smashed, should not be engaged.

Consider how the presentation supports your whole school plan about AOD. For more information, refer to [Whole-school drug education plan resources](#).

Consider the evidence base of the presentation. Look for content that:

- is evidence-based or evidence-informed
- has been evaluated and peer-reviewed by respected experts in AOD education
- uses effective approaches to prevention education
- delivers age-appropriate information on AOD use
- is tailored to the individual learning needs of the students
- aligns with the ethos and values of your school
- will not adversely affect your school's reputation.

Consider the potential impact of the presentation, including:

- whether it could, or is likely to, adversely impact students. For example, guest speakers or external organisations:
 - using personal stories of former drug use
 - encouraging risk taking behaviour
- the level of positive impact on student health, and impact to discourage AOD use

- how you will monitor the impact of the presentation
- what support services are in place for students adversely affected by the presentation.

After you complete this assessment and before you engage with the provider:

- [get commercial legal advice about contracts and agreements](#)
- confirm the guest speaker's suitability by calling us on 9402 6415 or [raise a support request](#)
- seek student and parent or guardian consent.

APPENDIX 2- Volatile Substances

These resources provide information about volatile substances and volatile substance use (VSU). The content will assist staff to respond appropriately when concerns exist about the use of volatile substances by students in the school community. Information provided will assist staff to:

- develop greater understanding of what volatile substances are and the types of products in which they are found
- increase knowledge around VSU and the potential impacts of use
- understand best practice for provision of education and support to students in relation to VSU
- gain knowledge of how to reduce the risks of harm to students who are using volatile substances
- understand the need for a targeted approach to support students who use or are at risk of using volatile substances and the processes to follow to ensure appropriate responses and targeted support provision to these students
- be clear on what makes a whole-of-community response to VSU, the benefits of this and how schools can contribute
- know where and how to access specialist external support when VSU is suspected or occurring in school communities

For more information, please see below.

1. Addressing volatile substance use (VSU) in school communities

[information-package---addressing-volatile-substance-use-\(vsu\)-in-school-communities.pdf](https://www.education.wa.edu.au/information-package---addressing-volatile-substance-use-(vsu)-in-school-communities.pdf)
([education.wa.edu.au](https://www.education.wa.edu.au))

2. Addressing volatile substance use (VSU) Tip Sheet for Schools

[https://myresources.education.wa.edu.au/docs/default-source/resources/sdera/volatile-substance-use/tip-sheet---volatile-substance-use-\(vsu\).pdf?sfvrsn=6ffb597e_3](https://myresources.education.wa.edu.au/docs/default-source/resources/sdera/volatile-substance-use/tip-sheet---volatile-substance-use-(vsu).pdf?sfvrsn=6ffb597e_3)

Related Documents:

Department of Education

Access resources that support the policy and procedures

- <https://ecm.det.wa.edu.au/connect/resolver/view/SEWK12T001/latest/index.html>

Student Behaviour in Public Schools Policy

- <https://www.education.wa.edu.au/web/policies/-/student-behaviour-in-public-schools-policy>

Student Behaviour in Public Schools Procedures

- <https://www.education.wa.edu.au/o/article/pdf/web/policies/-/student-behaviour-in-public-schools-procedures>

Requirements of the Student Behaviour in Public Schools policy and procedures: Alcohol and other drugs

- <https://ikon.education.wa.edu.au/-/respond-to-an-intoxicated-student?section=nvsd>

[Key considerations before you use guest speakers or external organisations](#)

- <https://ikon.education.wa.edu.au/-/deliver-effective-alcohol-and-other-drug-education?section=bvae>

Work Health and Safety Policy

- <https://www.education.wa.edu.au/web/policies/-/work-health-safety-policy>

Work Health and Safety Procedures

- <https://www.education.wa.edu.au/o/article/pdf/web/policies/-/work-health-and-safety-procedures>

Staff Induction Policy

- <https://www.education.wa.edu.au/web/policies/-/staff-induction-policy>

Incident management manual

- <https://ikon.education.wa.edu.au/-/find-out-about-the-incident-management-manual>