



Morley Senior High School

School Drug Education Plan

Ratified by:	Date
School Executive	8 May 2026

Version 1.2

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 aligns to the requirements of the STUDENT BEHAVIOUR IN PUBLIC SCHOOLS POLICY. [Access support for the Student Behaviour in Public Schools policy, procedures and requirements - Ikon - The Department of Education](#)

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 VISION

Our vision at Morley SHS is to celebrate diversity and to cater for the needs of all students, with the goal of everyone achieving their personal best.

OUR MISSION

Our mission at Morley SHS is to foster a culture of continuous improvement and high expectations, where all staff and students strive to achieve their personal best, develop resilience and accept personal responsibility, in a cohesive, supportive and engaging environment.

OUR VALUES



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 regularly or on a needs basis between scheduled reviews and is accessible to all staff on Compass- 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 Compass.
- 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 reviewed regularly, and uses evidence-based resources to deliver drug education.

	Year 7	Year 8	Year 9	Year 10
Scope and Sequence	Dimensions of Health (Health Triangle) Decision-making Peer-pressure Refusal-skills Vaping Alcohol Drugs Safety Cyber-safety Consent Relationships Respect Wellbeing Identity Puberty Help-seeking Risk-awareness Law First-aid Prevention	Decision-making Harm-minimisation Risk-taking Peer-pressure Refusal-skills Resilience Wellbeing Mental-health Safety Responsibility First-aid	Decision-making Risk-taking Harm-minimisation Alcohol Drugs Safety Consent Relationships Assertiveness Refusal-skills Peer-pressure	Decision-making Harm-minimisation Drug-education Alcohol Vaping Illicit-drugs Prescription-med. Legal-awareness Risk-taking Safety First-aid Emergency-response Resilience Wellbeing Identity Consequences Responsibility Negotiation Prevention

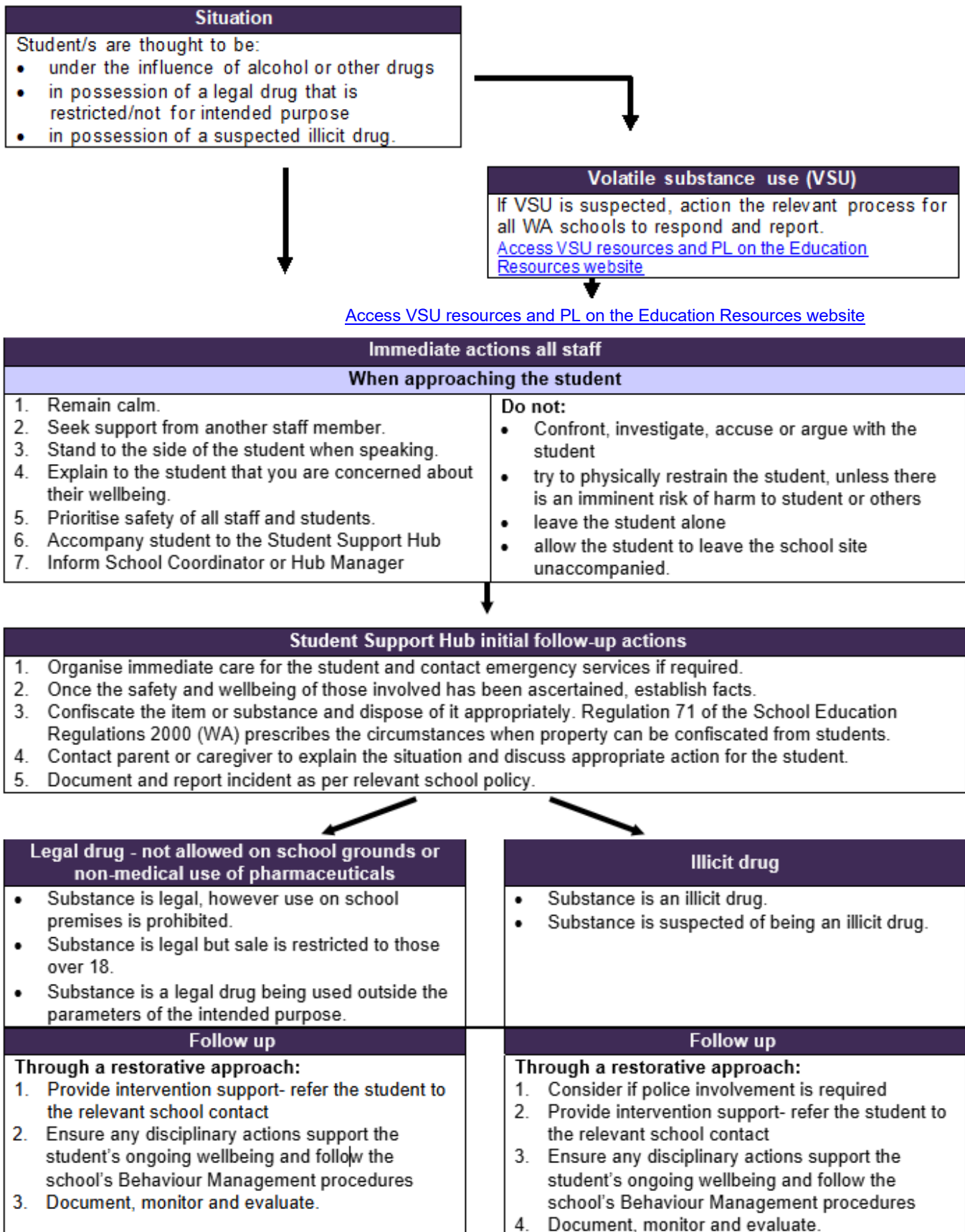
Purpose

This 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

Responding to Alcohol and Other Drugs

School staff use this information to respond to and support students who are in possession or suspected of being under the influence of alcohol or other drugs, including e-cigarettes.



Intervention Support

Situation

Intervention support may be required as a result of:

- a drug related incident where a student has been:
 - under the influence of alcohol or other drugs
 - in possession of a legal drug
 - in possession of a suspected illicit drug.
- disclosure by student or other.

Immediate Actions

Reassure student/s that their health and wellbeing is the primary concern

- Assess student wellbeing
- Seek relevant referral information.
- Explain to student/s that the focus of the intervention is to support their health and wellbeing.
- Acknowledge your role in providing support to the student.
- Consider [cultural responsiveness](#).
- State the boundary of confidentiality.
- Gauge student willingness to engage with the intervention support process.

Raise and clarify the situation with student/s

- Clarify the situation, advise of your concerns.
- Communicate with empathy.

Support students through the referral process

- Involve students in the intervention support process according to their needs.
- Provide the student with an explanation and reassurance of the process that will follow.
- Follow the school's reporting and record keeping procedures.

Student Wellbeing Interventions

Develop and implement an individual student intervention plan:

- Include student in the development of their wellbeing plan
- Consider student's family circumstances and needs
- Ensure student is connected to the support they need either inside or outside the school

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:

Smoking and Vaping

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.

Use of Alcohol

• 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.

Illicit Drugs

- **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 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 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.

Possible BMiS and Support Intervention

- Phone call to parents advising them of the offence
- Phone call to parents with a formal meeting arranged
- Possible suspension
- Loss of Good Standing
- Mandatory intervention session with an appropriate agency
- Where the implement is a vaping device, referral to an external agency such as the Community Health Nurse is recommended
- Referral to an external agency
- Re-entry student behaviour modification plan implemented following suspension

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 Rosalba Butterworth Contact number: 9376 5517	Road Safety Drug Education- State-wide Services (08) 9264 4743 Rsde.rfe@education.wa.edu.au
School Health Nurse Ray Oliver Contact number: 9376 5536	Alcohol and Drug Information Service (08) 9442 5000 or 1800 198 024
Student Support Andrew Neho Contact number: 9376 5530	Parent Drug Information Service (08) 9442 5050 or 1800 653 203
School Psychologist Dylan Geiles Contact number: 9376 5537	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 staff 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=nvsvd>

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>