



## Whole School Drug Education Plan

### Our Vision

At Thornlie Senior High School, we believe that drug education is integral to the well-being of our whole-school community. We aim to provide a safe and supportive environment for all students and staff. We engage the whole-school community in our drug education initiatives and are committed to providing our students with relevant, timely drug education across all year levels. We will provide targeted intervention for individuals and cohorts, to address their identified needs.

### Our School Commitment

Our *Whole-school Drug Education Plan* is consistent with the *Principles for School Drug Education*. The plan promotes a whole-school approach to drug education where school staff, students, parents and the wider-school community work together. Our aim is to prevent and reduce potential or existing risks of harm from drug use and to maintain a safe school environment.

Our plan has been developed in consultation with staff, students, parents and community members to address drug education and to provide targeted interventions for individuals and cohorts in a caring and consistent manner across our school community.

## Curriculum

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- Our three-year 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](http://www.sdera.wa.edu.au)).
- 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 and develop students' knowledge, understanding, attitudes and values and promote help-seeking behaviour.
- Drug education 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 information packages/links).

## Ethos and Environment

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- A Changing Health Acting Together (CHAT) committee is established with representatives from the teaching and administration staff and school health service staff, working in consultation with students and parents.
- Drug education is included in whole-school planning.
- All students have the opportunity to participate in drug education programs and initiatives.
- Our *Whole-School Drug Education Plan* is 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 *Whole-School Drug Education Plan*.

## Parents and Community

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- 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.
- SDERA's *Connect* ([www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)), is used to identify resources and agencies that support and complement our school drug education initiatives.
- *Staff Handbook* is regularly updated and made available to all staff members and families, and includes our *Whole-School Drug Education Plan*.
- Dedicated health and well-being events are held throughout the school year and include a focus on drug education.

# Thornlie Senior High School Drug and Alcohol Policy Intervention Support Flow Chart

Situation
<p>Student drug use issue identified:</p> <ul style="list-style-type: none"> <li>• through student disclosure.</li> <li>• through staff member raising concern.</li> <li>• as a result of a drug-related incident.</li> </ul>



Immediate Actions
Classroom Teacher/Staff Member
<ul style="list-style-type: none"> <li>• Inform student/s of concerns.</li> <li>• Take matters seriously.</li> <li>• Staff to report any information to Student Services Manager/Deputy Principal Welfare.</li> </ul>
Student Services Manager/Deputy Principal Welfare
<ul style="list-style-type: none"> <li>• Confirm the facts.</li> <li>• Reassure student/s that their health and well-being are the primary concern.</li> <li>• Illicit/illegal drug procedure.</li> <li>• Legal drug misuse procedure.</li> <li>• Inform support staff and document details.</li> <li>• Support student/s through referral process to appropriate staff members and/or outside agencies.</li> </ul>



Disciplinary Intervention Follow-up Actions if Required
<p style="text-align: center;"><b>STUDENT SERVICE MANAGER/ DEPUTY PRINCIPAL WELFARE</b></p> <ul style="list-style-type: none"> <li>• Consult with parent/s.</li> <li>• Implement appropriate disciplinary actions (e.g. loss of privileges, detention).</li> <li>• Suspension.</li> <li>• Suspension resolution.</li> <li>• Liaise with police.</li> <li>• Involve broader staff team.</li> <li>• Affirm student/s participation.</li> <li>• Document, monitor and evaluate.</li> </ul>



Student Welfare Interventions Follow-up Actions
<p style="text-align: center;"><b>STUDENT SERVICES MANAGER/ DEPUTY PRINCIPAL WELFARE</b></p> <ul style="list-style-type: none"> <li>• Refer to support staff involved.</li> <li>• Ensure inter-staff communication and feedback.</li> <li>• Engage broader school support.</li> <li>• Communicate with parents.</li> <li>• Refer to external agencies.</li> <li>• Promote student autonomy.</li> <li>• Affirm student/s participation.</li> <li>• Implement student welfare strategies.</li> <li>• Document, monitor and evaluate.</li> </ul>

# IMMEDIATE ACTIONS

## RESPONSIBILITIES

### CLASSROOM TEACHER/STAFF MEMBER

- Inform student/s of concerns.
- Take matters seriously.
- Staff to report any information to Student Services Manager/Deputy Principal Welfare.

### STUDENT SERVICES MANAGER/DEPUTY PRINCIPAL – WELFARE

- Confirm the facts.
- Reassure student/s that their health and well-being are the primary concern.
- Illicit/illegal drug procedure.
- Legal drug misuse procedure.
- Inform support staff and document details.
- Support student/s through referral process to appropriate staff members and/or outside agencies.

## CLASSROOM TEACHER/STAFF MEMBER ACTIONS

### • Inform student/s of concerns

- Acknowledge the student's disclosure or, if you are raising the issue, advise of your concerns about possible drug use.
- Ensure safety for those directly and indirectly involved. Isolation or removal of other students may be required.
- Inform student/s of your designated role in providing support and state the boundaries of confidentiality – "I have a duty of care over the you and I am required to pass this information onto Student Service Manager/Deputy Principal Welfare".

### • Take matters seriously

- When an issue is disclosed or raised by a student, a peer or a staff member, it must be taken seriously, and intervention support procedures actioned.
- Get the facts, any other relevant information and attempt to clarify the situation.
- If safe to do so, collect any suspected drugs and drug paraphernalia.

### • Staff to report any information to Student Services Manager / Deputy Principal Welfare

- Make contact as soon as possible with either Student Services Manager or Deputy Principal Welfare.
- Pass on all information gained.
- Student Services Manager/Deputy Principal Welfare will then take over responsibility of the situation.
- Ensure the event and information is accurately documented in email to Student Service Manager.

## STUDENT SERVICES MANAGER/DEPUTY PRINCIPAL WELFARE ACTIONS

### • Confirm the facts

- Analyse the situation for safety.
- If responding to a disclosure or raising the issue, ensure privacy and apply a 'protective interrupting' strategy if disclosure is of a nature which requires this according to the jurisdictional requirements of the school.
- Attempt to clarify the situation and provide the options for follow-up (disciplinary and welfare) along with reassurance and encouragement.
- Determine if intervention is required by school nurse or psychologist and provide this support as appropriate to role.
- 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.

### • Reassure the student/s that their health and well-being are the primary concern

- Reassure the student/s by involving them in the process to keep them aware and explain reasons for the actions which evolve.

### • Illicit/illegal drug procedure

- See illicit/illegal drug procedure on pages 6-7.

### • Legal drug misuse procedure

- See legal drug misuse procedure on page 8.

### • Inform staff and document details

- Ensure appropriate staff are involved and informed to broaden the support network. A diverse support network should be offered to support the student/s needs fully.
- Determine the need for outside agency support.
- Any information shared should be offered with respect for the student/s and in line with the school's confidentiality requirements, with consideration of the roles and requirements of other staff members involved.
- Document involvement and actions taken to fit with the school's reporting and record keeping strategies and the jurisdictional requirements of the school's education system.
- Ensure all engagements are appropriately and accurately documented using the Online Incident Support System.

### • Support the student/s through referral process to appropriate staff members and/or outside agencies

- If it is beyond your role to continue to address this issue with the student/s following a disclosure or following your initial awareness gained through raising this issue, acknowledge this to the student/s.
- Ensure appropriate referral within the school for continuing support.
- Being the initial contact person for the student is important that you remain a part of any on-going support process.
- If a student is referred to a staff member as a follow-up response to a drug-use incident, initial support should involve explanation and reassurance of what/who will be involved from here and an outline of the process which will follow.

# Illicit/Illegal Drug Procedure

## Actioned by Student Services Manager/Deputy Principal Welfare

Illicit/illegal drugs are drugs that have legal limitations on their ownership or use. They are illegal in certain situations.

- Confiscate drug.
- Notify police.
- Police conduct enquiries.
- Illicit activity suspected.
- Student searches required.
- Nature of substance uncertain.
- Determine actions.
- Provide intervention support.

### • Confiscate drug

- When illicit drug use is suspected the substance should be handed to the Student Services Manager / Deputy Principal Welfare.
- This should be witnessed by another staff member and the details of the confiscation and exchange of this substance should be documented.

### • Notify police

- The Principal should retain this substance in a sealed container in a secure place and notify police for this to be collected for lawful disposal.
- The Principal should appraise the situation and liaise with the local police contact to determine if further police involvement is warranted.
- Actions taken should continue to give priority to the welfare of the student/s involved and the wider student community.

### • Police conduct enquiries

- Police will then carry out enquiries consistent with approved police practice.

### • Illicit activity suspected

- Where there are implications of illicit activity, investigations are the responsibility of the police.
- Principals should not investigate further than establishing the basic facts, unless advised to do so by police.

### • Student searches required

- This should only occur where reasonable grounds for suspicion exist and there are no other means of resolving the issue and consideration should be given to engaging police assistance.
- Where a search is considered necessary due to immediate threat or concern, the Principal/Deputy Principal Welfare should obtain the permission of the student and may ask them to empty their pockets and/or bags. This should occur in private and in the presence of an independent observer.
- Where due concern exists and permission from the student is not forthcoming, the police should be contacted to deal with the matter further.

### • **Nature of substance uncertain**

- If the substance cannot be identified, the Principal/Deputy Principal Welfare may request for it to be analysed by the police.
- The actions which follow in terms of further incident management may depend on the result of the analysis.

### • **Determine actions**

- Should the evidence demonstrate that an illicit drug-related incident or behaviour has occurred, professional judgement about the actions which follow for the student/s within the school should be made in conjunction with police.
- If the police need to interview a student on school premises, a parent or alternative nominated, independent observer must be present when this occurs.
- Further actions taken in the school may involve parent/s and school staff working with the student.
- A strong focus should remain on the student's welfare and respect for confidentiality.
- These actions must fit in with the school's jurisdictional requirements and will have a disciplinary as well as an educative/support focus.
- Where the police are involved, the consequences for the student/s will vary in relation to the type of offence (e.g. trafficking, cultivation, possession, amount of drug, prior convictions).
- Legal action may be required such as a formal caution by police or a referral to a drug diversion program.
- Student circumstances should be taken into account and focus should remain on student welfare.

### • **Provide intervention support**

- Determining further actions.
- These should include Intervention Support, refer to the Intervention follow up support.

# Legal Drug Misuse Procedure

## Actioned by Student Services Manager/Deputy Principal Welfare

A drug is any chemical that affects the human body or mind when it is swallowed, breathed in, or consumed in another way.

Legal drugs are classified by law, they include but are not limited to: prescription medication, cigarettes and alcohol.

- Inform and consult with parent/s.
- Determine actions.
- Provide Intervention Support.

### • Inform and consult with parent/s

- Inform parent/s of the student/s situation in regards to the incident and the misuse of the drug.
- Consult with parent/s about the actions to be taken and invite them to attend the school to discuss the issue further.
- Parental support is fundamental in dealing with drug-related issues.
- Remain aware of the school's confidentiality requirements.

### • Determine actions

- Should evidence indicate that a legal drug has been or is being used, professional judgement of School Nurse in conjunction with Executive Team members about the actions which then occur should be made in conjunction with the student/s, parent/s and relevant school staff, mentioned above, as fits with the school's jurisdictional requirements.
- A strong focus should remain on student welfare.
- Where a legal drug is being used illicitly (e.g. sale of prescription medication) refer to follow-up actions for illicit drugs.
- If Volatile Substance Use (VSU) is suspected, a targeted approach to intervention should be initiated. This should include only the student/s involved in the incident.
- Staff should seek support from an external drug counselling agency (e.g. Community Drug Service).
- Ongoing Intervention Support should then be provided in consultation with this external agency.

### • Provide intervention support

- Disciplinary and student welfare interventions follow up actions should then be followed.



# Disciplinary Interventions Follow-up Actions If Required

## Actioned by Student Services Manager/Deputy Principal Welfare

Illicit, legal and illegal drugs:

- Consult with parent/s.
- Implement appropriate disciplinary actions (e.g. loss of privileges, detention).
- Suspension.
- Suspension resolution.
- Liaise with police.
- Involve broader staff team.
- Affirm student/s participation.
- Document, monitor and evaluate.

### • Consult with parents

- The Student Services Manager/Deputy Principal Welfare should communicate, discuss and consult with the parent/s while adhering to the school's confidentiality requirements.
- Student welfare should remain a priority. Parent support in working with the school is fundamental in dealing with drug-use issues and in working to address student behaviour.
- Where suspension is required, the intention to take this action and the reasons behind this should be communicated to parents through the normal suspension procedure.

### • Implement appropriate disciplinary actions

- Implement discipline strategies appropriate to the circumstances of the student/s. These may involve loss of privileges, detention and where warranted, other deterrent practices associated with inappropriate behaviour.
- Disciplinary Interventions should be actioned with relevant Student Welfare Interventions.

### • Suspension

- Suspending a student in response to a drug-related incident or behaviour, may be the required outcome. However, it should be noted that suspension can decrease a student's connection with school and may increase the likelihood of the student engaging in further risk-taking behaviour.
- The safety of the student and their external situations should be taken into consideration if a suspension is considered necessary as a deterrent response.
- An isolated in school detention may be applied if deemed of greater benefit to the student/s needs.

### • Suspension resolution

- The Principal should consult with other staff, the parent/s and the student involved to develop a plan to resolve the suspension. This may include agreed statements about short and longer-term goals, performance/attendance agreements and timeline for engagement with the targeted Student Welfare Intervention.
- All students who have been suspended for a drug-related issue should be provided an opportunity to participate in a targeted student welfare intervention program with the school nurse, to address their drug-related behaviour/s. This may occur within the school or through referral to an external agency.

### • Liaise with police

- Where police action has been involved, liaise with the parties to whom the student is being referred (e.g. diversion program, external counselling program, mental health program) to see where the school can retain a support role in this process.

### • Involve broader staff team

- Involving staff whom the student/s find approachable and to whom they relate well, can encourage ongoing connection and engagement with the school in spite of the disciplinary measures.
- Staff roles in on-going support may vary from monitoring and awareness, to actioning discipline and support measures as part of the overall support team.
- When exchanging information, do so in line with the school's confidentiality requirements.

### • Affirm student's participation

- Students will attend a return from suspension meeting with Manager Student Services / Deputy Principal Welfare/Year Coordinator
- Affirm the student/s for their commitment to the process and for appropriate behaviour / achievements in other school contexts.
- Prior to re-entering the school, a restorative meeting should be held with staff member who took immediate action.

### • Document, monitor and evaluate

- Document involvement in the incident response and the actions taken using OINS.
- Monitor and evaluate the effectiveness of the actions taken and the procedures followed.
- If required, hold a staff debriefing process adhering to the school's confidentiality requirements with the required staff members.
- The Principal / Deputy Principal Welfare should use discretion to determine who on the staff team requires more in-depth information in order to assist the student (e.g. pastoral care team and/or student health services) and should respect the student's privacy and the school's confidentiality requirements.
- Remind all to be familiar with the *Whole School Drug Education Plan* and of the procedures and consequences that follow inappropriate behaviour.
- Evaluate the success of the procedures and consider staff attendance at relevant professional development (e.g. SDERA workshops) to increase capacity to work with such incidents.

# Student Welfare Interventions Follow-up Actions

## Actioned by Student Services Manager/Deputy Principal Welfare

Illicit, legal and illegal drugs:

- Refer to support staff involved.
- Ensure inter-staff communication and feedback.
- Engage broader school support.
- Communicate with parents.
- Refer to external agencies.
- Promote student autonomy.
- Affirm student/s participation.
- Implement student welfare strategies.
- Document, monitor and evaluate.

### • Refer to support staff involved

- Specialist school support staff nurse can provide opportunities for students to be involved in exploring the factors contributing to a drug-use issue. These factors may be many and complex, or they may be circumstantial.
- A targeted intervention program should be developed to identify and address triggers and potential triggers to drug use and other risk-taking behaviour.
- Specialist support staff can include student services teams, school psychologist, school nurse, school chaplain, year leaders and extends to approachable staff through the school.
- The support role provided clearly varies in intensity according to job role, while this approach allows broader school awareness, support and monitoring.
- A team approach is also inclusive and supportive for the staff who are providing support.

### • Ensure inter-staff communication and feedback

- In some cases, staff members may need to be informed of the needs of the student/s. Use of inter-staff communication process will be used to convey required information between staff involved in supporting a student through an intervention.
- Attention should be made to act with respect to the student/s privacy and adhere to the school's confidentiality requirements.
- All parties do not require all of the information so staff should report information according to their role and apply professional discretion.
- The student/s should be advised of the boundaries of confidentiality upfront to ensure understanding of the purpose of the information exchange process.

### • Engage in broader school support

- Link with other relevant departments and individuals who may contribute to addressing issues underlying the student's drug use (e.g. to engage support for learning difficulties, home/school liaison, school nurse for medical issues).

### • Communicate with parents

- Involve the parent/s to support the student and the intervention process, while again respecting privacy and confidentiality.
- Level of parental involvement may be at the discretion of the staff member coordinating the support intervention and depending on the student/s wants, needs and circumstances.
- Where parent drug use is acknowledged, refer to page 74 of the *Getting it Together* SDERA resource.
- Parents should be made aware of support services available to them.

### • Refer to external agencies

- The school's support staff may recommend referral to an external community-based agency for an appropriate level of intervention, such as those involving a need for drug counselling or support with mental health, family or neglect issues.
- An appointed specialist school staff member or case manager should maintain contact with the agency. They should agree to appropriate exchange of information between agency and school while adhering to the school's confidentiality requirements.
- It may be of benefit to use a *Referral form for Intervention Support*.
- Establishing this relationship through to community-based support agencies allows the school to ensure that they meet the required care for the student/s while they work through this process, either at school or on their return to school should the intervention have led to a period of absence.

### • Promote student autonomy

- As far as possible, inform and involve the student/s in the processes in which they are engaged throughout the intervention period.

### • Affirm student/s participation

- Affirm the student/s for working with the intervention.

### • Implement student welfare strategies

- To support the intervention, consider using strategies such as peer support, buddy programs and mentoring programs if required.

### • Document, monitor and evaluate

- Document involvement in the incident response and the actions taken using the Online Incident Notification System.
- Monitor and evaluate the effectiveness of the actions taken and the procedures followed.
- If required, hold a staff debriefing process adhering to the school's confidentiality requirements with the required staff members.
- The Principal / Deputy Principal Welfare should use discretion to determine who on the staff team requires more in-depth information in order to assist the student (e.g. pastoral care team and/or student health services) and should respect the student's privacy and the school's confidentiality requirements.
- Remind all staff to be familiar with the *Whole School Drug Education Plan* and of the procedures and consequences that follow inappropriate behaviour.
- Evaluate the success of the procedures and consider staff attendance at relevant professional development (e.g. SDERA workshops) to increase capacity to work with such incidents.



## Drug and Alcohol Policy Information Sheet

**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 chart 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 student/s and parent/s 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.
- Please see [www.thornlieshs.wa.edu.au](http://www.thornlieshs.wa.edu.au) for further information on this policy.

**Thornlie Senior High School 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 for intended legitimate medicinal use.

### School Contacts

**Principal – Donna McDonald**  
Contact number: (08) 6235 7900

**Deputy Principal Welfare – Glenn Henly**  
Contact number: (08) 6235 7900

**School Health Nurse – Sue James**  
Contact number: (08) 6235 7900

**Student Services Manager – Gary Roberts**  
Contact number: (08) 6235 7900

**School Psychologist – Allison Hanshaw**  
Contact number: (08) 6235 7900

### Useful Contacts and Information

**School Drug Education and Road Aware (SDERA)**  
(08) 9402 6415  
[www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)

**Community Drug Service – Palmerston**  
Contact number: (08) 9267 2400

**Community Drug Service – Drug and Alcohol Youth Service (DAYS)**  
Contact number: (08) 9222 6300

**Palmerston Community Drug and Alcohol Service**  
Contact number: (08) 9267 2400

**Armadale Police Station**  
Contact number: (08) 9399 0222

