

2021



# Western Australia Agriculture College/ Cunderdin

## Drug Education Plan V1.7

This document outlines the Western Australia College of Agriculture / Cunderdin Campus'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 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 School Drug Education and Road Aware ( SDERA) best practice document "Getting it Together: a Whole School Approach to Drug Education.

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21/07/2021



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## Purpose

At Western Australia Agricultural College Cunderdin, 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 the Western Australia College of Agriculture / Cunderdin Campus's Drug Education Plan including Incident and Intervention Support processes. It also includes the Colleges Drug Education Guidelines for Parents. This document applies to the response and management of all incidents of drug use, school drug education curriculum planning and implementation at the college.

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.

## Definitions

<b>Drug</b>	A drug is a substance, other than food, which is taken to change the way the body and/or mind function.
<b>Licit or legal drug</b>	is one which is sanctioned by law and may be readily available (e.g. caffeine), may be restricted by age (e.g. tobacco, alcohol) or provided by prescription (e.g. dexamphetamine). Note If a legal drug is not used for the intent it was made for or by the person it was scripted for it becomes and illegal drug for the purpose of this plan.
<b>Illicit drug or illegal</b>	is one which it is prohibited to produce, sell, possess or use (e.g. cannabis, amphetamine). The use of some drugs is not legal. These are referred to as illegal or illicit drugs.
<b>Drug Education Guidelines</b>	The document that is given to parents/guardians when enrolling students at this campus.

<b>SDERA</b>	Department of Education, Road Safety and Drug Education Branch - School Drug Education and Road Aware Programs and Resources
<b>College</b>	Western Australia College of Agriculture – Cunderdin
<b>Possession of drugs/alcohol</b>	Found in possession as far as drugs/alcohol being located on/or in a person in/down clothing, carried in wallets/pockets etc. Found in possession as far as drugs/alcohol being located in personal belongings or in the control of person carrying bags, toilet bags, bedding, drawer/closets, rooms etc. Unless proven to be a shared commune room that a single person could not be identified as being the one in possession

## Plan Statement

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 college'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. incident management process including specific college responses to incidents
- C. intervention support
- D. referral processes to external agencies
- E. documentation requirements
- F. drug education guidelines for parents

## Staff Training

Epipens: staff are trained in administration **annually**, and as part of this training are informed of strategically placed epipens throughout the campus which are checked annually for expiry and **clearly marked** for quick recognition.

We are an accredited asthma friendly school and staff attend training annually, this is either face to face delivery from the Asthma Nurse or may be - on line (Depended on availability)

## 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.

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

Within the college Staff will engage in Incident Management and Intervention Support at different levels depending on their role in the school. The table below outlines staff responsibilities expected at this college. 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 their colleges. 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.

<b>Staff Roles and Responsibilities</b>		
<b>All Staff including Support Staff</b>	<b>Specific student management (e.g. Principal, Residential Manager and Senior Staff)</b>	<b>Specific student welfare /support (e.g. School counsellors, psychologists, nurses)</b>
<ul style="list-style-type: none"> <li>• Identification</li> <li>• Raising the issue</li> <li>• Linking to school support Services</li> <li>• Ongoing support and monitoring as advised</li> <li>• Support school policy and procedures including reporting breaches</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Raising the issue</li> <li>• Linking to school support services</li> <li>• Ongoing support and monitoring</li> <li>• Support school policy and procedures including reporting breaches</li> </ul> <p><b>Plus</b></p> <ul style="list-style-type: none"> <li>• Specific incident investigation and management</li> <li>• Informing family or caregivers as required</li> <li>• Negotiate a management plan with appropriate involvement from others</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Raising the issue</li> <li>• Ongoing support and monitoring</li> <li>• Support school policy and procedures including reporting breaches</li> </ul> <p><b>Plus</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Counselling</li> <li>• Referral</li> <li>• Advising and supporting other school staff as appropriate</li> <li>• Supporting families or caregivers</li> <li>• Targeted information and education reporting breaches</li> </ul>

## Incident Management

Incident Management is the structured response to drug use incidents occurring within the school and should be actioned along with appropriate Intervention Support.

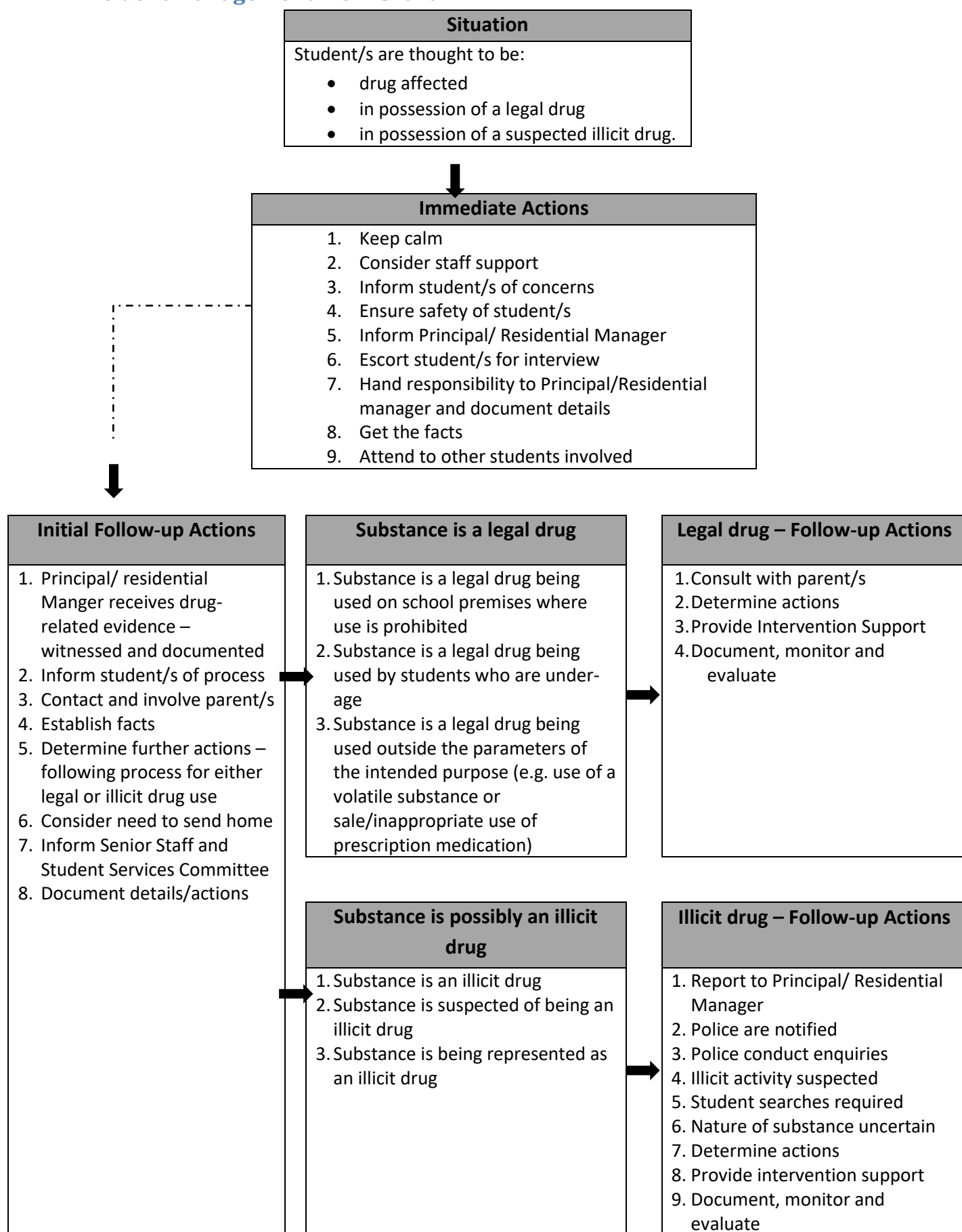
There are many factors involved in student drug use and any member of the staff team may be required to manage and support incidents and issues at any given time. These may involve:

- 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.

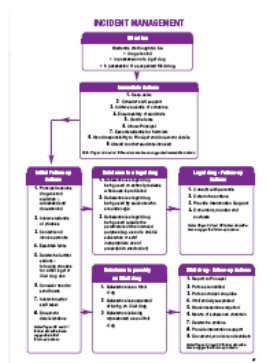
The flow chart is the process for the structured response to drug use incidents at the college. Immediately following the flow chart is a more detailed explanation of each step in the flow chart.

## Incident Management Flow Chart



# Incident Management Expansion of Process

## Immediate Actions



## Immediate Actions

1. Keep calm
2. Consider staff support
3. Inform student/s of concerns
4. Ensure safety of student/s
5. Get the facts
6. Inform Principal/ Residential Manager
7. Escort student/s for interview
8. Hand responsibility to Principal/ Residential Manager and document details
9. Attend to other students involved

### 1. Keep calm

- Keep calm and focus on working through the steps outlined.

### 6. Inform Principal/ Residential Manager

- Ensure the Principal/ Residential Manager is informed of the situation as soon as possible. Engaging support of another staff member will assist with this. One staff member should remain with the student/s and the other should inform the Principal/ Residential Manager.

### 2. Consider staff support

- Decide whether or not you require support from another staff member prior to intervening

### 7. Escort student/s for interview

- Walk student/s to a private place known to be appropriate for the purpose of an interview situation without questioning.
- Ensure student/s wait under adult supervision until the Principal/ Residential Manager arrives.

### 3. Inform student/s of concerns

- 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.

### 8. Hand responsibility to Principal/ Residential Manager and document details

- 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.

#### 4. Ensure safety of student/s

- Determine the need for first aid or emergency care.
- If the student/s appear physically unwell, proceed with school medical procedures and consider sending home.
- 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. Take a photo of the items in a sealed lock bag at the time of confiscation for referral later if required.
- If student/s appear physically well and coherent, continue to work through the procedures that follow.

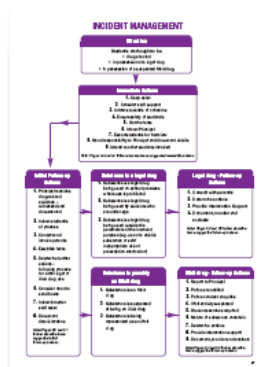
#### 5. Get the facts

- Try to obtain the facts to promote the safety of the student/s 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.

#### 9. Attend to other students involved

- 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/ Residential Manager who may notify their parents while adhering to the school's confidentiality requirements and respecting the privacy of those directly involved.

## Initial Follow-up Actions



## Initial Follow-up Actions

1. Principal/ Residential Manager receives drug-related evidence – witnessed and documented
2. Inform student/s of process
3. Contact and involve parent/s
4. Establish facts
5. Determine further actions – following process for either legal or illicit drug use
6. Consider need to send home
7. Inform Senior Staff and Student Services Committee
8. Document details/actions

### 1. Principal/ Residential Manager receives drug-related evidence – witnessed and documented

- The Principal/ Residential Manager should receive any suspected drug or drug-related paraphernalia.
- Receipt of this should be documented and if the substance is suspected of being an illicit drug, it should be made secure pending handover to police.
- The process of exchange and documentation should be witnessed by another staff member.

### 5. Determine further actions

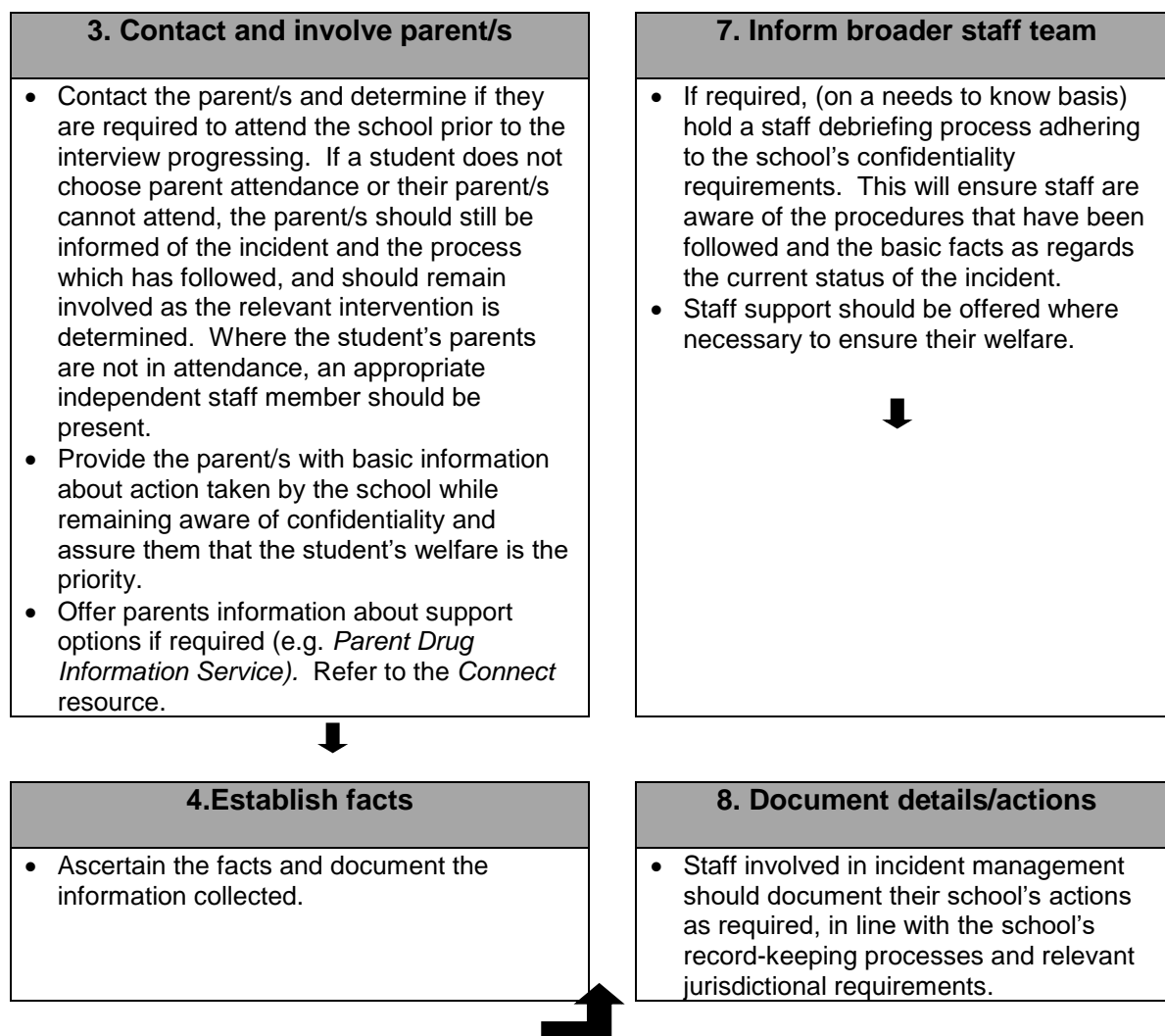
- For a legal drug – refer to flow chart headed “Legal drug – Follow-up Actions.”
- For an illicit drug – refer to flow chart headed “Illicit drug – Follow-up Actions.”

### 2. Inform student/s of process

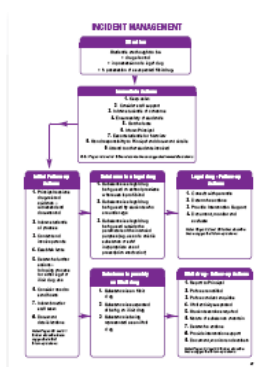
- Inform the student/s of the process which will follow – the structure of the interview, its aim to determine what has occurred and how best to proceed for all involved.
- State the boundaries of confidentiality.

### 6. Consider need to send home

- If a student is drug affected, arrangements should be made with the parent/s to collect the student.
- If no drug is found but student behaviour may suggest drug use, the student/s should be treated as unwell and collected by their parent/s.
- Acknowledge that further actions will be determined when the student/s return to school and is/are coherent and well. These actions should be determined through use of the suggested incident management processes for managing either **legal** or **illicit** drug use incidents depending on the type of drug found to have been involved.
- Following return to school, implement actions consistent with those indicated in the flow charts headed “Disciplinary Interventions” and “Student Welfare Interventions”.



## Legal Drug – Follow-up Actions



## Legal drug – Follow-up Actions

1. Consult with parent/s
2. Determine actions
3. Provide Intervention Support
4. Document, monitor and evaluate

### 1. Consult with parent/s

- Inform parent/s of the student's situation as regards the incident and the use of the drug. Consult with them 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.



### 2. Determine actions

- Should evidence indicate that a legal drug has been or is being used, professional judgement about the actions which then occur should be made in conjunction with the student/s, parent/s and relevant school staff 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 illustrated on the flow chart headed "Illicit drug – Follow-up Actions".
- 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 (refer to *Connect* resource)). Ongoing Intervention Support should then be provided in consultation with this external agency.



### 4. Document, monitor and evaluate

- Document involvement in the incident response and the actions taken. This should be done as required as part of the school's record-keeping strategies and the jurisdictional requirements of the school's educational system.
- Monitor and evaluate the effectiveness of the actions taken and the procedures followed. Where amendments to the process are required, use the *School Drug Education Action Plan* to guide this development.
- If required, hold a staff debriefing process adhering to the school's confidentiality requirements. This is to ensure staff are aware of the procedures that have followed the incident and the basic facts as regards the current status of the event.
- The Principal/ Residential Manager 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, student health services) and should respect the student's privacy and adhere to the school's confidentiality requirements. This also applies when determining whom to inform in the wider- school community (e.g. all parents or only the parent/s of those directly involved). This decision must be made consistent with the school's jurisdictional requirements.
- Remind **all** to be familiar with the *School Drug Education Guidelines* and of the procedures and consequences that follow inappropriate behaviour.
- Evaluate the success of the procedures and consider staff attendance at relevant

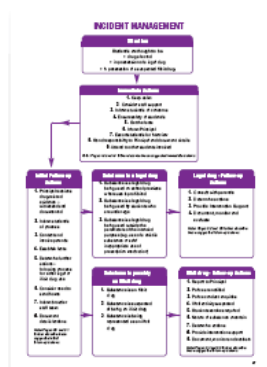
### 3. Provide Intervention Support

- Disciplinary and Student Welfare  
Interventions should then be actioned – refer to the flow charts with these headings.

professional development (e.g. *Keeping in Touch* offered by SDERA) to increase capacity to work with such incidents.



## Illegal Drug Follow-up Actions



## Illicit drug – Follow-up Actions

1. Report to Principal/ Residential Manager
2. Police are notified
3. Police conduct enquiries
4. Illicit activity suspected
5. Student searches required
6. Nature of substance uncertain
7. Determine actions
8. Provide intervention support
9. Document, monitor and evaluate

### 1. Report to Principal/ Residential Manager

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

### 6. Nature of substance uncertain

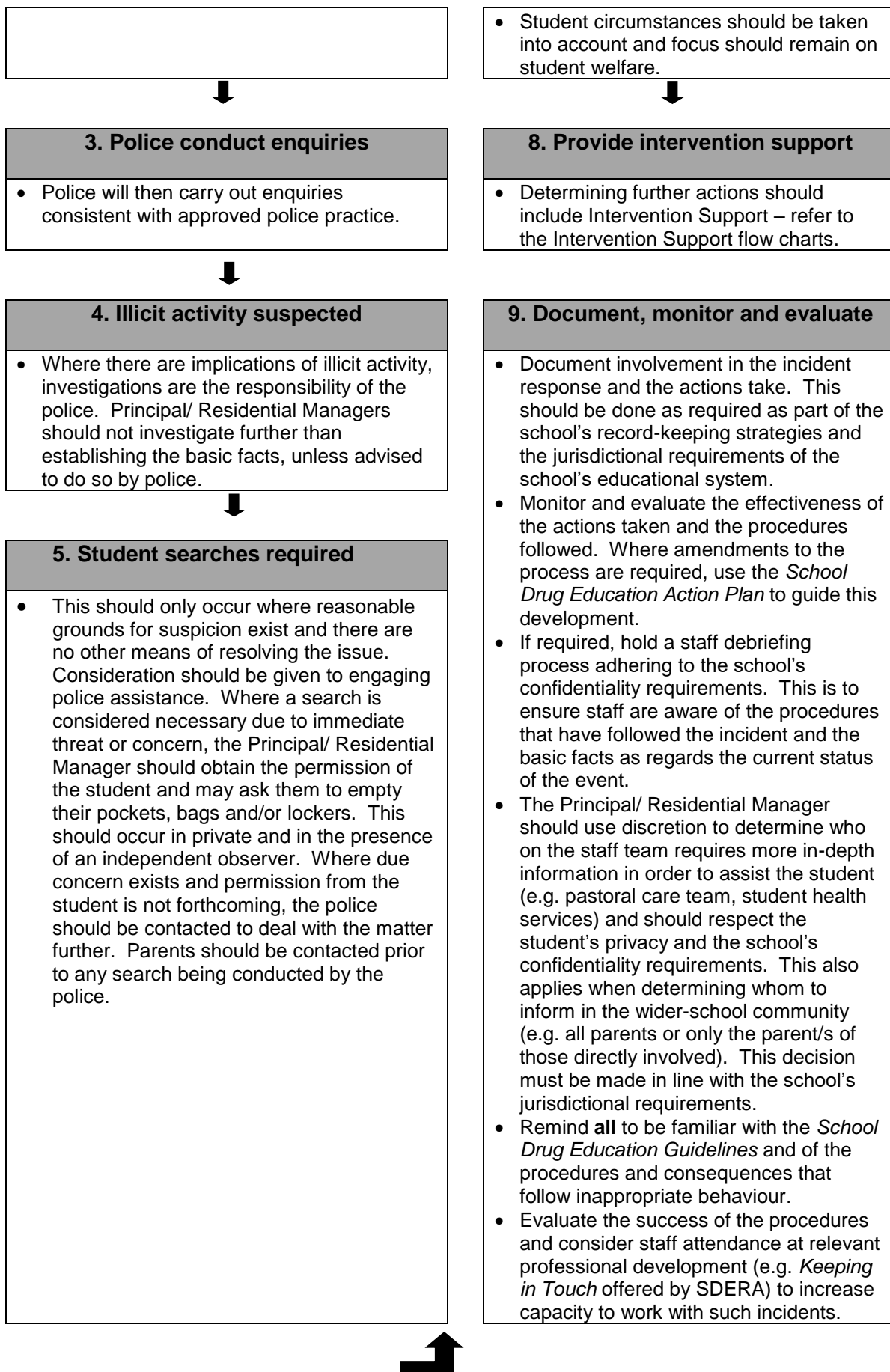
- If the substance cannot be identified, the Principal/ Residential Manager may request for it to be analysed by the police. The actions which follow in terms of further incident management may depend on the result of the analysis i.e. those for a legal drug (refer to flow chart headed “Legal drug – Follow-up Actions”) or those for an illicit drug indicated below.

### 2. Police are notified

- The Principal/ Residential Manager 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/ Residential Manager 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.

### 7. 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 parents 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.



## Intervention Support

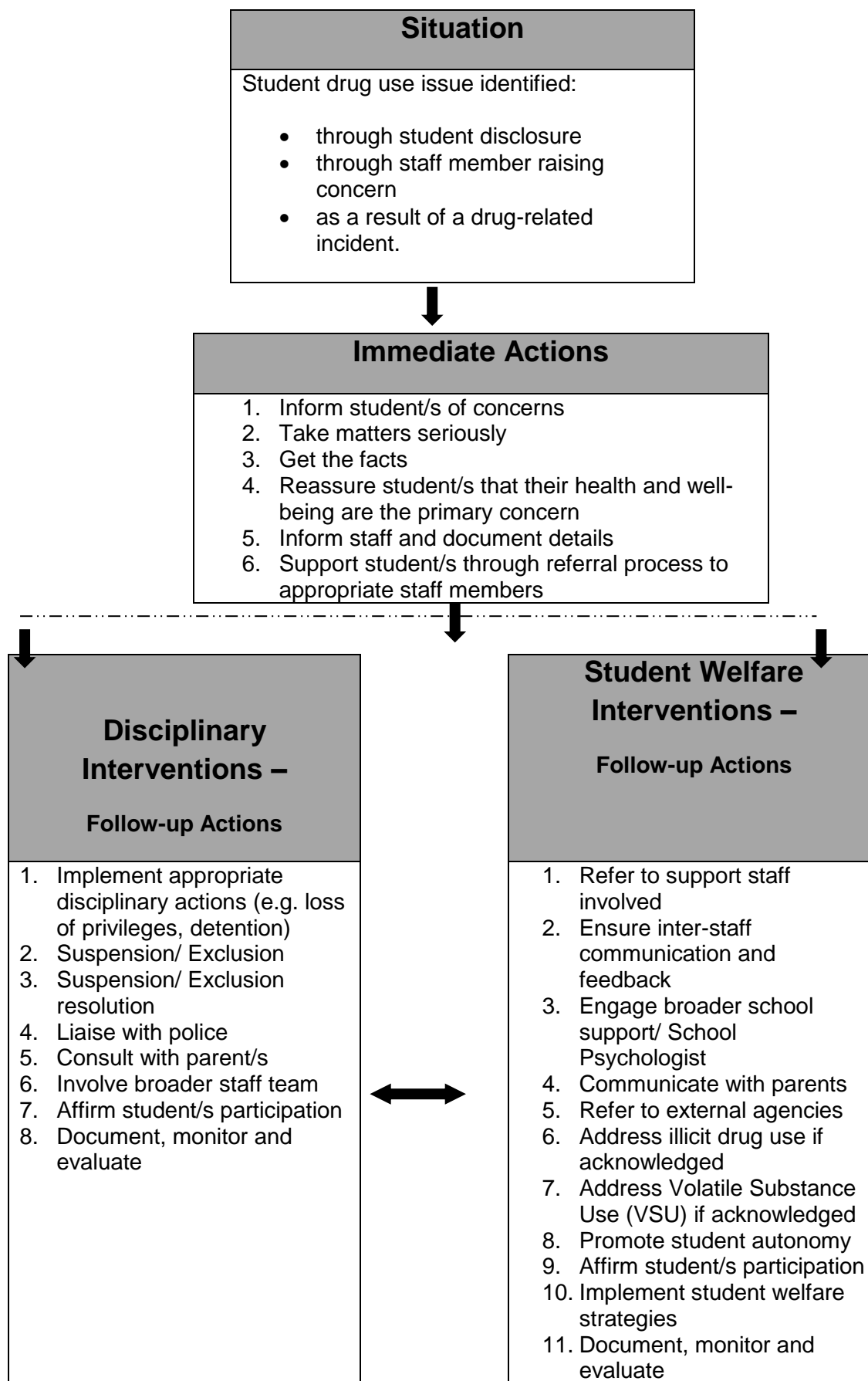
Intervention Support is the structured provision of assistance to students who are identified as being at risk of drug use, or who disclose, demonstrate or are suspected of drug using behaviour.

Effective Intervention Support may be preventive of later harmful drug use and of escalation of current drug use. Having an established procedure for providing Intervention Support allows staff the reassurance that they are operating according to their roles and are meeting their responsibilities within the school.

School staff are well placed to identify concerns around drug use and to intervene before drug using behaviour escalates.

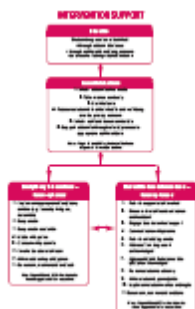
In most cases, Disciplinary Interventions should be complemented and supplemented by Student Welfare Interventions. The aim of the follow-up actions is to clarify the student's situation, and to identify and action the most appropriate further intervention strategies. This will allow the problems relating to drug use to be highlighted and addressed while keeping the student connected to school. These can be provided either within the school and/or through referral to an external agency. (Refer to Connect resource for further details SDERA website.)

## Intervention Support Flow Chart



## INTERVENTION SUPPORT

### Immediate Actions



### Immediate Actions

0. Inform student/s of concerns
1. Take matters seriously
2. Get the facts
3. Reassure student/s that their health and well-being are the primary concern
4. Inform staff and document details
5. Support student/s through referral process to appropriate staff members

### 1. 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. State the boundary of confidentiality.
- Acknowledge your designated role in providing support to the student/s if in relation to a student drug-use incident. State the boundary of confidentiality.

### 4. Reassure 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.
- Remind the student/s that the focus of any intervention is to promote their health and well-being.

### 2. 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.

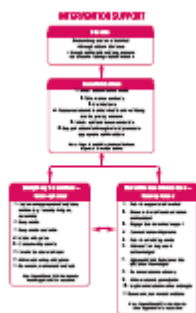
### 5. Inform staff and document details

- Ensure appropriate staff are involved and informed to broaden the support network and to ensure diverse support options for the student/s. Know the chain of referral within your school.
- 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.

3. Get the facts	6. Support student/s through referral process to appropriate staff members
<ul style="list-style-type: none"> <li>• If responding to a disclosure or raising the issue, ensure privacy. Attempt to clarify the situation and provide the options for follow-up along with reassurance and encouragement.</li> <li>• Apply a 'protective interrupting' strategy if disclosure is of a nature which requires this according to the jurisdictional requirements of the school. State the boundary of confidentiality. Affirm the student/s and reassure of willingness to provide support as appropriate to role and through referral to other staff.</li> <li>• 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.</li> <li>• Ensure all engagements are appropriately and accurately documented.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Being the initial contact person for the student/s around this issue, it is important that you remain a part of any on-going support process.</li> <li>• 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.</li> </ul>



## Disciplinary Interventions- Follow-up Actions



## Disciplinary Interventions – Follow-up Actions

9. Implement appropriate disciplinary actions  
(e.g. loss of privileges, detention)
10. Suspension / Exclusion
11. Suspension / Exclusion resolution
12. Liaise with police
13. Consult with parent/s
14. Involve broader staff team
15. Affirm student/s participation
16. Document, monitor and evaluate

## 1. 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. (Where illicit drug use is acknowledged, refer also to actions indicated in the flow chart headed “Illicit drug – Follow-up Actions”.)
- Disciplinary Interventions should be actioned with relevant Student Welfare Interventions.

## 5. Consult with parent/s

- Principal / Residential Manager should communicate, discuss and consult with the parent/s while adhering to the school's confidentiality requirements to develop a shared understanding of the pathways required and available for the student to meet with appropriate disciplinary procedures. 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/ exclusion is required, the intention to take this action and the reasons behind this should be communicated to parents through the normal suspension/ exclusion procedure.

## 2. Suspension/ Exclusion

- Suspending / excluding a student in response to a drug-related incident or behaviour, may be a required outcome, depending on the jurisdictional requirements of the school and the educational system or sector. 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.
- If suspension must occur and is considered necessary as a disciplinary and deterrent response, the school should consider in-school suspension or aim to minimise the length of the suspension period. They should also activate support measures within the school and community, to retain the student's engagement with the school.

## 6. 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, and providing support as part of the overall support team - refer to flow chart headed Student Welfare Interventions. When exchanging information, do so in line with the school's confidentiality requirements.

- if exclusion is considered as a disciplinary and deterrent response, this will be determined by a Disciplinary Panel. In the event of exclusion all efforts will be made to transfer students to another agricultural college with a condition of commitment to counselling and ongoing support from the student and family.



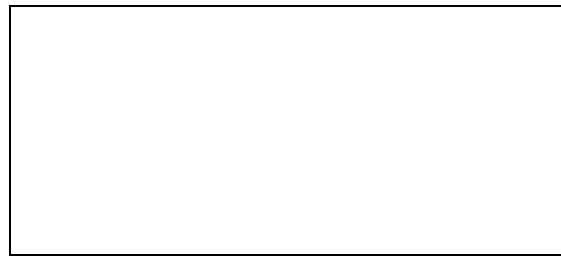
### 3. Suspension resolution

- The Principal / Residential Manager should consult with other staff, the parent/s and the student involved developing a plan to resolve the suspension. This may include agreed statements about short and longer-term goals, performance/attendance agreements, 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 to address their drug-related behaviour/s. This may occur within the school or through referral to an external agency.



### 4 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.



### 7. Affirm student/s participation

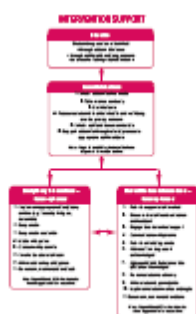
- Affirm the student/s for their commitment to the process and for appropriate behaviour/achievements in other school contexts.



### 8. Document, monitor and evaluate

- Document involvement and actions taken as required to meet with the school's reporting and record-keeping strategies, and the jurisdictional requirements of the school's education system or sector.
- Monitor and evaluate the effectiveness of the disciplinary interventions provided and the procedures followed. Where amendments are required, use the *School Drug Education Action Plan* to guide this process.

## Student Welfare Interventions-Follow-up Actions



## Student Welfare Interventions – Follow-up Actions

10. Refer to support staff involved
11. Ensure inter-staff communication and feedback
12. Engage broader school support
13. Communicate with parents
14. Refer to external agencies
15. Address illicit drug use if acknowledged
16. Address Volatile Substance Use (VSU) if acknowledged
17. Promote student autonomy
18. Affirm student/s participation
19. Implement student welfare strategies
20. Document, monitor and evaluate

### 1. Refer to support staff involved

- Specialist school support staff 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.



**6. Address illicit drug use if acknowledged**

- Where illicit drug use is acknowledged through intervention processes, actions indicated in the flow chart headed “Illicit drug – Follow-up Actions” should also be implemented.



## 2. Ensure inter-staff communication and feedback

- Use or develop an inter-staff communication process to convey required information between staff involved in supporting a student through an intervention (i.e. upfront information and feedback).
- This allows those who commence the process (e.g. classroom teacher who received an initial disclosure) to remain aware of the student's needs and progress; those receiving a referral to have basic introductory information on the student's situation; and a whole-school approach to intervention support.

### 7. Address Volatile Substance Use if acknowledged

- If VSU is suspected, staff should seek support from an external drug counselling agency (e.g. *Community Drug Service*). Refer to *Connect* resource. Ongoing intervention support should continue to be provided by the school in consultation with this external agency.

- 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 the information so staff should report information according to their role and apply professional discretion. The student should be advised of the boundaries of confidentiality upfront to ensure understanding of the purpose of the information exchange process i.e. to promote their health and well-being. (For exceptions to this refer to pages 70 and 71 of the *Getting it Together* resource.)



### 3. Engage 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).



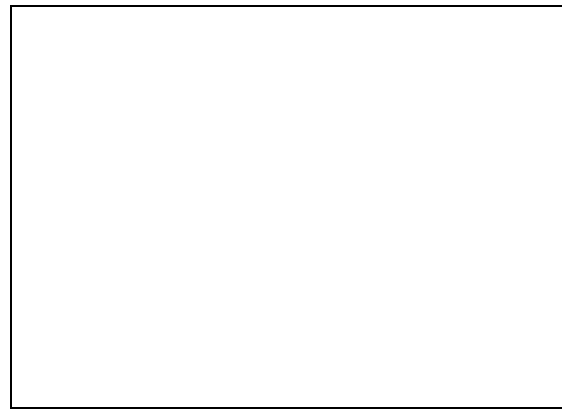
### 4. Communicate with parent/s

- 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* resource.
- Parents should be made aware of support services available to them (e.g. offer details of *Alcohol and Drug Information Service*, *Parent Drug Information Service*).
- Levels of required parental involvement may vary according to the school's education system and their jurisdictional requirements.



### 5. Refer to external agencies

- The school's support staff may recommend referral to an external community-based agency (refer to *Connect* resource) 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 and work to agree to appropriate exchange of information between agency and school while adhering to the school's confidentiality requirements.



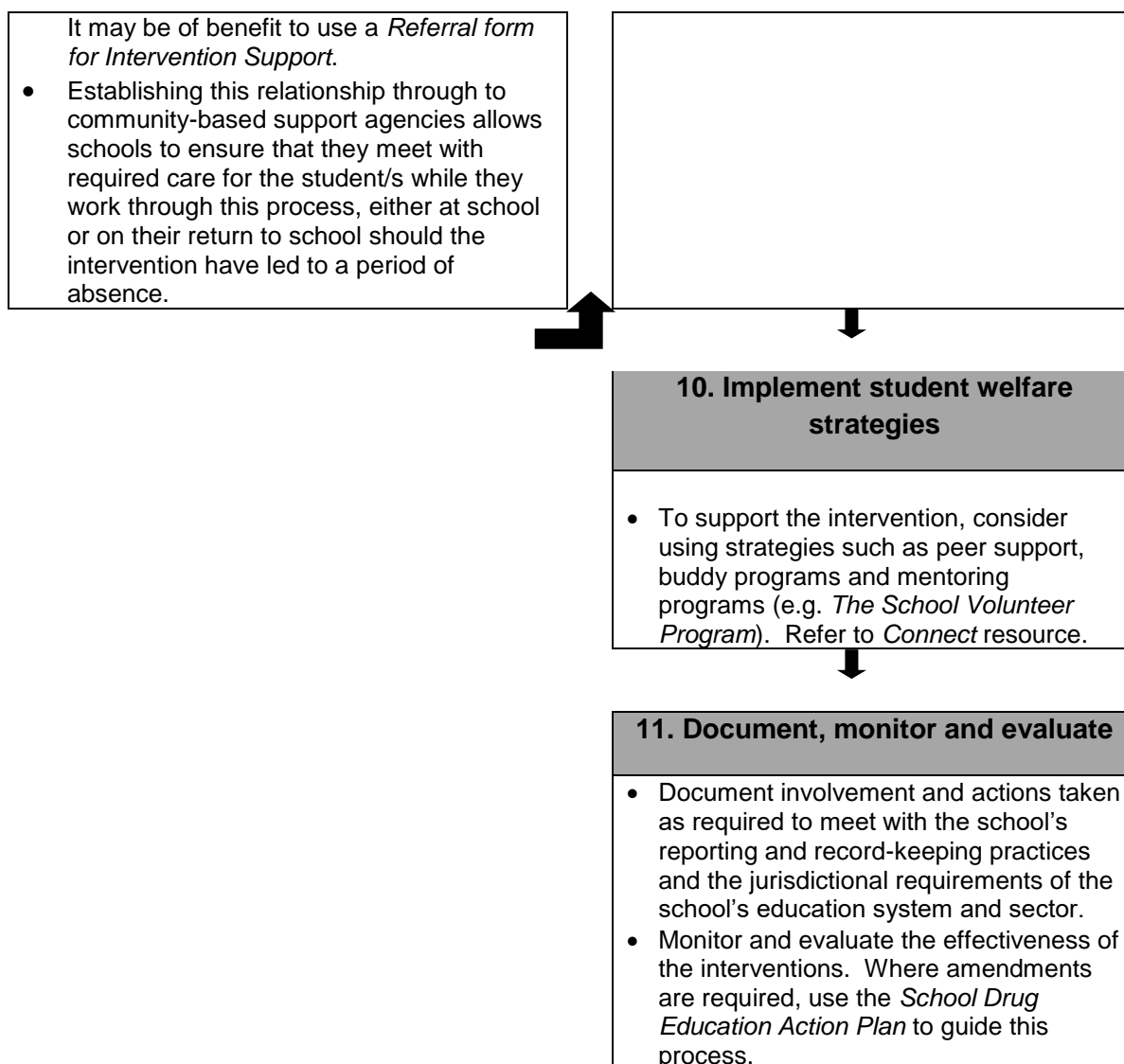
### 8. Promote student autonomy

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



### 9. Affirm student participation

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



Reference: <https://www.sdera.wa.edu.au/media/1309/developing-school-drug-education-guidelines.pdf> pages 13-19

## Boundaries and Consequences

Whilst following the two processes of incident management and intervention support it is well understood that students need clear boundaries and defined consequences. The college 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:

**Western Australia College of Agriculture Cunderdin does not permit students while on school or residential premises, at any school function, excursion or camp to and the following will apply as part of the incident and intervention support processes:**

- smoke and/or possess\* tobacco products or smoking implements (VAPS etc):**
  - Please note that students caught with other students are considered to be smoking
    - First offence
      - letter to parents advising them of the offence, intervention with either WA County Health Services **Wheatbelt Quit Smoking program** (Primary Health District Health Promotion Officer) or **No More Nyumree program** (Wheatbelt

Aboriginal Health Service) If implement is a Vaping device an intervention with external agency –Holyoake required (please see agency referrals)

- 4 hours community service

2. Second offence:

- letter to parents
- smoking assignment and intervention with either WA County Health Services **Wheatbelt Quit Smoking program** (Primary Health District Health Promotion Officer) or **No More Nyumree program** (Wheatbelt Aboriginal Health Service) If implement is a Vaping device an intervention with external agency –Holyoake required (please see agency referrals)
- 2 nights detention
- 8 hours of community service

3. Third and subsequent offences:

- in school withdrawal with community service and detention,
- interview with parents to develop behaviour modification plan- this will include referral to external agency with either WA County Health Services **Wheatbelt Quit Smoking program** (Primary Health District Health Promotion Officer) or **No More Nyumree program** (Wheatbelt Aboriginal Health Service) If implement is a Vaping device an intervention with external agency –Holyoake required (please see agency referrals)
- persistent offences may result in out of school suspension

- **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 charge of the College or are identified as College students. Students guilty of this offence are advised that this will lead to suspension and possible exclusion from residence.
- Students are also NOT permitted to return to College under the influence of alcohol. Should a student return to College under the influence of alcohol, or be suspected of being under the influence of alcohol, their parents will be required to pick them up and take them home. Students guilty of this offence are advised that this will lead to suspension and possible exclusion from residence.
- If students are found with empty alcohol bottles/containers it will be assumed that it has been consumed at College. Students guilty of this offence are advised that this will lead to suspension and possible exclusion from residence.
- Consequences will apply to students found in the company of students consuming alcohol.

- **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 been used) WILL HAVE THEIR RESIDENCY TERMINATED IMMEDIATELY AND THE POLICE INFORMED. THEY WILL BE REFERRED TO AGENCY SUPPORT AS PART OF THIS PROCESS.

- **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 and possibly a referral to a disciplinary panel.

- **Possess\* and/or use pharmaceutical drugs (over the counter or prescription) for non-medicinal purposes unless following campus procedures for medicines**

- **For regular treatment please report to the Linto House staff at 6.50am - 7am.**
- **All school staff should confirm the procedures regarding the administration of medications.**

- Due to its residential status, the WA College of Agriculture – Cunderdin has a heightened responsibility in respect to managing students who are sick or who have a chronic medical condition. This policy is in place to ensure any student's need of medical attention is appropriately looked after. It is also in place to ensure students with a chronic medical condition have regular access to medical support and are able to safely access as much of the educational programme as their condition allows
- **The following broad principles apply when students are sick or have a chronic medical condition:**
  1. **It is the students responsibility to let a staff member know if they are sick.**
  2. **It is a parents responsibility to let the college know of any ongoing medical condition that might "impact upon" or be "aggravated by" college daily routines.**
  3. **Sick student will be regularly monitored.**
  4. **Where appropriate students will be given specialist medical attention.**
- **Possess\* and/or use volatile substances**
  - Aerosols are not permitted as we are an asthma friendly campus. **All aerosol cans will be confiscated.**

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

**\* Possession of drugs/alcohol: see definitions section**

## Volatile Substances

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

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 this reason, school and community-wide education campaigns are not recommended. As part of chemical management on our programs we teach VSU as a occupational health and safety issue.

For more information go to <https://vsu.mhc.wa.gov.au/strategies/informationeducation/>

**As a government agency 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/>.

Reporting documents can be found in Student Services.

## Referral Process to External Agencies

Schools may have access to government, non-government and private services in their locality, all of which may have a different referral process.

The below *Referral form for Intervention Support*, has been developed to help schools gather and record information to assist the referral process to community-based support services who may form part of the school's Student Welfare Interventions

While not endorsed by any individual service, this form can assist schools by providing a framework for communicating initial referral information to assist the student's pathway to the appropriate level of intervention and support.

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

**Your local service provider is Wheatbelt Community Drug Service Team (Holyoake)**

## Referral form for Intervention Support

### Referring staff member details

Contact person: \_\_\_\_\_

Name of School: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_ Mobile: \_\_\_\_\_

### Student details

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Mobile: \_\_\_\_\_ Permission to leave a voice mail or text message: Yes/No

☐ Male ☐ Female D.O.B: \_\_\_\_\_ Age: \_\_\_\_\_

### Reason/s for referral

### Drug/s used

### Intervention support required

- ☐ Information/Education ☐ Support to reduce/cease use  
☐ Counselling ☐ Unsure, seeking options

### Additional information

e.g. relevant medical information, mental health issues, current prescribed medications, other relevant details:

Signature of referring staff member: \_\_\_\_\_ Referral date: \_\_\_\_\_

### 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 Drug Education Guidelines .

Parent Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**WA Country Health Service****Tobacco Brief Intervention  
Form**

Ward/Dept: \_\_\_\_\_

Doctor: \_\_\_\_\_

Surname

MRN

Given Name

DOB

Sex

Address

Post Code

**All new clients are routinely asked if they smoke tobacco.****Have you been asked about smoking at a recent [insert discipline] appointment?**☐ No → Continue with BI

Yes → Do not complete form. Conduct

Tobacco BI once per episode of care only.

**Do you smoke? Have you ever smoked?**☐ Current Smoker → Continue with BI☐ Ex Smoker → BI complete☐ Recent Ex-smoker (quit less than 12 months ago) → Continue with BI (exclude next question)☐ Never Smoker → BI complete**Have you ever thought about quitting? Are you interested in quitting?**☐ Yes → continue with BI☐ No → BI complete**There are now different support options to help you quit and stay quit.****Would you like me to recommend any of these?**☐ Yes → use Quit Smoking Options flyer to provide details of quit services☐ No → BI complete**Quit Smoking Options Recommendations**

(complete below and tick option on flyer if self-referral)

**Wheatbelt Quit Smoking program** (Primary Health District Health Promotion Officer)☐ Client to self-refer → give client WQSP brochure☐ Referral requested → send copy of this form to district HPO, Fax 9690 1335Client contact number:          

(Mobile preferred)

**No More Nyumree program** (Wheatbelt Aboriginal Health Service)☐ Client to self-refer → give client NMN brochure☐ Referral requested → send copy of this form to WAHS, Fax 9690 2850Client contact number:          

(Mobile preferred)

**Quitline**☐ Client to self-refer → give client Quitline phone number: 13 78 48☐ Referral requested → complete & send service referral form, Fax 08 8291 4280**Wheatbelt Community Drug Service Team** (Holyoake)☐ Client to self-refer → give client Holyoake brochure☐ Referral requested → complete & send service referral form, Fax 9621 1077

Let client know they can also discuss quitting smoking with their GP.

**BI complete. Record Tobacco BI on your online medical record system.**

Print Name: \_\_\_\_\_

Position Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Ask

Advise

Arrange

MR 203 TOBACCO BRIEF INTERVENTION FORM

Please affix patient ID label

<b>Tobacco Brief Intervention Form (Continued)</b>	Surname	MRN	
	Given Name	DOB	Sex

[illegible]



## Guidelines for Engaging Guest Presenters

The following guidelines offer useful information to consider when engaging guest presenters to complement the College's drug education initiatives.

Working a best practice approach would include using this kind of initiative as a 'value adding' tool and to promote awareness through the school community of drug education resources and support services.

- Identify the benefits to be gained by using a guest presenter to conduct a session with students and decide how it will consolidate the drug education offered by College staff.
- Consider the College's philosophy and how any presentation requested fits within the Best Practice 'Principles for School Drug Education'.
- Determine what learning outcomes will result from the presentation.
- Ask the agency or presenter questions in order to determine how their philosophies relate to current college plan.
- Be aware that research indicates that an isolated 'one off' presentation to students has little positive impact on student health or drug using behaviour. For this reason, presentations outside the context of a planned program or where guest presenters provide a session in response to a drug use incident at College are not recommended.
- Understand that it is difficult to cover information, attitudes and values and provide opportunities for skill development in a single session being delivered by a guest presenter.

It is important that the College is clear about the particular aspects they would like the presenter to address and that they consider what may be covered with the students before and after the 'one off' session. This will ensure that the session being offered enriches and reinforces the key messages being offered through the College's current drug education initiatives.

- Be cautious about using a guest presenter who intends to present their own drug-related testimonials that are not linked to positive learning outcomes as outlined in the school's drug education program. **Please refer to Ed-e-Mail No 57/19 sent on 22 October 2019.**

The following Checklist for engaging guest presenters and the Request form for guest presenters can assist schools in meeting with best practice when seeking to engage guest presenters.

## Checklist for Engaging Guest Presenters

Have the following questions been considered?

- ☐ What is the purpose of the presentation?
- ☐ What will have occurred in the drug education program prior to the session?
- ☐ Have the learning outcomes of the proposed session been clearly outlined?
- ☐ Because the teacher is responsible/accountable for the teaching/learning of the students, can the use of a presenter be justified?
- ☐ Will the presenter enhance rather than replace the role of the class teacher?
- ☐ What is the presenter's prior experience with presenting sessions to school aged children?
- ☐ Will the presenter be briefed on the drug education program into which this presentation fits?
- ☐ Does the school have *School Drug Education Guidelines*? (A copy should be made available to the agency/presenter before the session.)
- ☐ How will parents be informed of the presentation?
- ☐ Is there an information session available for parents?
- ☐ Will the presentation be part of an ongoing drug education program?
- ☐ Are the materials and information appropriate to the developmental level of the student?
- ☐ Do the resources need to be previewed by school staff before being used with students?
- ☐ Do the resources reflect the *Principles for School Drug Education*?
- ☐ Do the resources reflect the philosophy of the school?
- ☐ What follow up will be done with the students and by whom?
- ☐ Will school staff be available to be present during the session?

## Request form For Guest Presenters

### Presenter Details:

Name \_\_\_\_\_

Name of Organisation \_\_\_\_\_

Best contact \_\_\_\_\_

Website address \_\_\_\_\_

WWC \_\_\_\_\_ ( Office use only WWC checked as valid ☐ )

Cost \_\_\_\_\_

Biography

### Presenter Brief:

Name of school: \_\_\_\_\_

Presentation requested by (staff member): \_\_\_\_\_

Contact details of staff member: \_\_\_\_\_

### Purpose of presentation:

- ☐ Presentation to staff – agency service provision information
- ☐ Presentation to students – whole school individual class (please circle)
- ☐ Presentation to broader school community – parent information evening
- ☐ Other – please outline

Date, time and duration of presentation: \_\_\_\_\_

Location of presentation: \_\_\_\_\_

Age of students (if student presentation): \_\_\_\_\_

This presentation will add value to the following initiatives currently occurring as part of our drug education program (please list):

The key focus areas we are seeking from this presentation include:

The follow-up to this presentation will be:

**For student presentations**

We are seeking to consolidate the following topics which are being addressed with students in the curriculum:

Approved by Admin: Yes

☐

No

☐

Comments:

Dated \_\_\_\_\_ Signed \_\_\_\_\_

## Drug Education Guidelines

The School Drug Education Guidelines reflect the Colleges Drug Education Plan and provide the transparency for the community so they understand clearly the expectations and processes of Drug Education and Critical Incident Management and intervention Support. They should be a part of the Parent School College Handbook and reflect the Education Plan updates as part of the colleges review process.



### School Drug Education Guidelines

#### Our Vision

At the Western Australian Agricultural College Cunderdin, 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 endeavour to engage the whole-school community in our drug education initiatives and are committed to providing our students with drug education and necessary related intervention across all year levels.

#### Our School Commitment

Our College promotes a whole-school approach to drug education where school staff, students, parents and the wider-school community work 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.

Our guidelines have been developed in consultation with staff, students, parents and community members to address drug education and necessary related interventions in a caring and consistent manner within the college community.

#### Curriculum

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- Our student wellbeing plan identifies age-appropriate drug education content across year 11 and 12.
- We use evidence-based drug education resources such as *Challenges and Choices* and Talking Drugs([www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)).
- Classroom and after hours programs focus on skill development and develop students' knowledge and understanding, attitudes and values and promote help-seeking behaviour.

#### Ethos and Environment

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- The development and implementation of the Drug Education Plan is supported by teaching and administration staff, school health service staff, students and parents.
- *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 and classroom strategies.

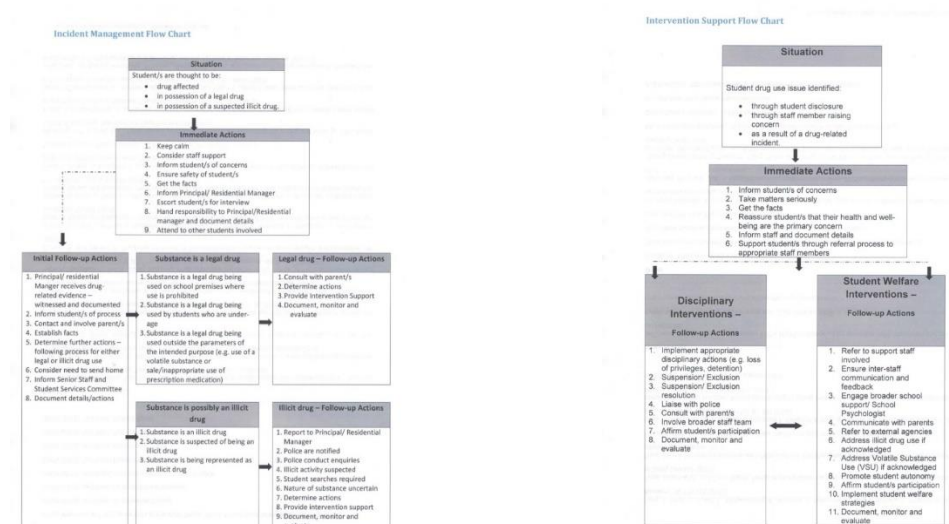
## Parents and Community

- Drug education information and strategies for parents and families are provided on a regular basis through a variety of methods such as the newsletter, websites.
- Orientation packs to new staff members and families include our *School Drug Education Guidelines*.

## Incident Management and Intervention Support

The following Incident Management and Intervention Support flow charts illustrate the steps which will be taken in the event of a drug use incident or issue. Should you wish to contact school personnel in this regard, contact details are provided.

### Incident Management - Procedures to follow    Intervention Support - Procedures to follow



**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 the Principal or Residential Manager
- the Principal / Residential Manager 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.

Whilst following the two processes of incident management and intervention support it is well understood that students need clear boundaries and defined consequences. The college 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:

**Western Australia College of Agriculture Cunderdin does not permit students while on school or residential premises, at any school function, excursion or camp to and the following will apply as part of the incident and intervention support processes:**

- **smoke and/or possess\* tobacco products or smoking implements (VAPS etc):**
  - Please note that students caught with other students are considered to be smoking
  - 1. First offence
    - letter to parents advising them of the offence, intervention with either WA County Health Services **Wheatbelt Quit Smoking program** (Primary Health District Health Promotion Officer) or **No More Nyumree program** (Wheatbelt Aboriginal Health Service) If implement is a Vaping device an intervention with external agency –Holyoake required (please see agency referrals)
    - 4 hours community service
  - 2. Second offence:
    - letter to parents
    - smoking assignment and intervention with either WA County Health Services **Wheatbelt Quit Smoking program** (Primary Health District Health Promotion Officer) or **No More Nyumree program** (Wheatbelt Aboriginal Health Service) If implement is a Vaping device an intervention with external agency –Holyoake required (please see agency referrals)
    - 2 nights detention
    - 8 hours of community service
  - 3. Third and subsequent offences:
    - in school withdrawal with community service and detention,
    - interview with parents to develop behaviour modification plan- this will include referral to external agency with either WA County Health Services **Wheatbelt Quit Smoking program** (Primary Health District Health Promotion Officer) or **No More Nyumree program** (Wheatbelt Aboriginal Health Service) If implement is a Vaping device an intervention with external agency –Holyoake required (please see agency referrals)
    - persistent offences may result in out of school suspension
- **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 charge of the College or are identified as College students. Students guilty of this offence are advised that this will lead to suspension and possible exclusion from residence.
  - Students are also NOT permitted to return to College under the influence of alcohol. Should a student return to College under the influence of alcohol, or be suspected of being under the influence of alcohol, their parents will be required to pick them up and take them home. Students guilty of this offence are advised that this will lead to suspension and possible exclusion from residence.
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- **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 HAVE THEIR RESIDENCY TERMINATED IMMEDIATELY AND THE POLICE INFORMED. THEY WILL BE REFERED TO AGENCY SUPPORT AS PART OF THIS PROCESS.
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- **Possess\* and/or use pharmaceutical drugs (over the counter or prescription) for non-medicinal purposes unless following campus procedures for medicines**
  - **For regular treatment please report to the Linto House staff at 6.50am - 7am.**
  - **All school staff should confirm the procedures regarding the administration of medications.**
  - Due to its residential status, the WA College of Agriculture – Cunderdin has a heightened responsibility in respect to managing students who are sick or who have a chronic medical condition. This policy is in place to ensure any student's need of medical attention is appropriately looked after. It is also in place to ensure students with a chronic medical condition have regular access to medical support and are able to safely access as much of the educational programme as their condition allows
  - **. The following broad principles apply when students are sick or have a chronic medical condition:**
    - 5. It is the students responsibility to let a staff member know if they are sick.**
    - 6. It is a parents responsibility to let the college know of any ongoing medical condition that might "impact upon" or be "aggravated by" college daily routines.**
    - 7. Sick student will be regularly monitored.**
    - 8. Where appropriate students will be given specialist medical attention.**
- **Possess\* and/or use volatile substances**
  - Aerosols are not permitted as we are an asthma friendly campus. **All aerosol cans will be confiscated.**

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

- **\* Possession of drugs/alcohol:** 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.

School contacts - 96352100	Useful contacts and information
<b>Principal:</b> Matt Dowell	<b>School Drug Education and Road Aware (SDERA)</b> (08) 9402 6415 <a href="http://www.sdera.wa.edu.au">www.sdera.wa.edu.au</a>
<b>Residential Manager :</b> Darryl McCart	<b>Alcohol and Drug Support Line</b> Country1800 198 024 Availability24 hours, 7 days a week
<b>Student Services Co-ordinator:</b> Jo Moffat	<b>Parent and Family Drug Support Line</b> Country1800 653 203 Availability24 hours, 7 days a week
<b>School Psychologist</b> Contact number: 96 22 1712	<b>Holyoake Wheatbelt Community Alcohol and Drug Service</b> (08) 9621 1055 Mon-Fri 8.30am- 4.30pm