



# Sawyers Valley Primary School

*An Independent Public School*

## Whole School Drug Education Plan

### Our Vision

At Sawyers Valley Primary School we believe that drug education is integral to the well being of our students. We aim to provide a safe and supportive environment for the school community. We 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 *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 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 plan has 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 Sawyers Valley Primary School community.



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## Curriculum

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- *Our Whole School Drug Education Plan* identifies age-appropriate drug education content across all year levels.
- We use evidence-based drug education resources, such as *Challenges and Choices* ([www.sdera.wa.edu.au](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 and understanding, attitudes and values and promote help-seeking behaviour.
- Drug education curriculum is provided to all students in line with our whole school health plan, through explicit teaching as well as at point of need where required.
- Learning is extended from the classroom to promote parent support of drug education programs (e.g. through the use of take-home activities).

## Ethos and Environment

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- A School Drug Education Leadership Team with representatives from the teaching and administration staff, is supported.
- 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.
- Orientation packs to new staff members and families include our *Whole School Drug Education Plan*.
- A focus on drug education is included in our whole school community showcase event annually.

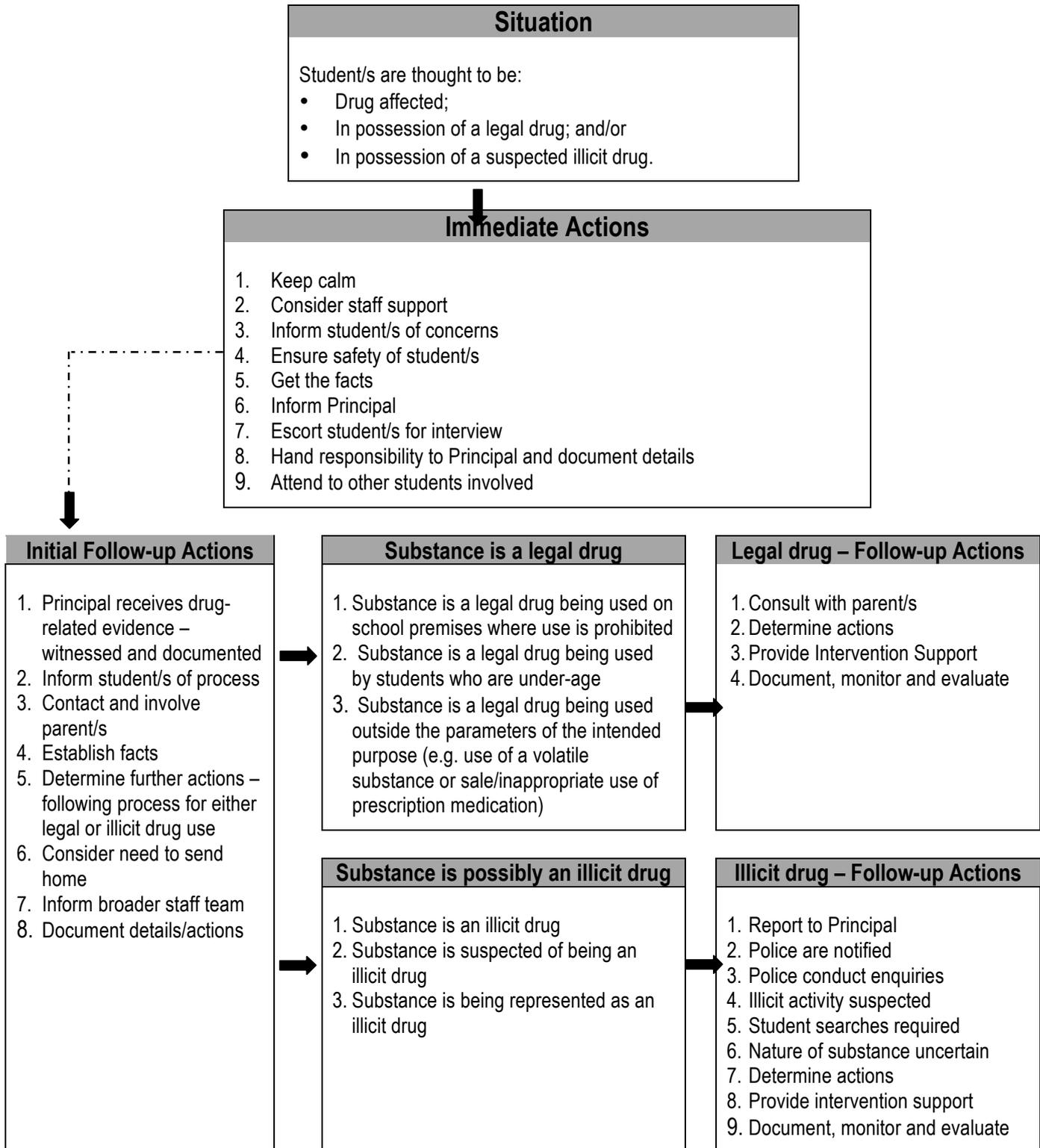


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## INCIDENT MANAGEMENT – PROCEDURES TO FOLLOW

The following **Incident Management** and **Intervention Support** flow charts illustrate the steps to be taken in the event of a drug use incident or issue. Refer to Appendices 3 and 4 for further supporting information.

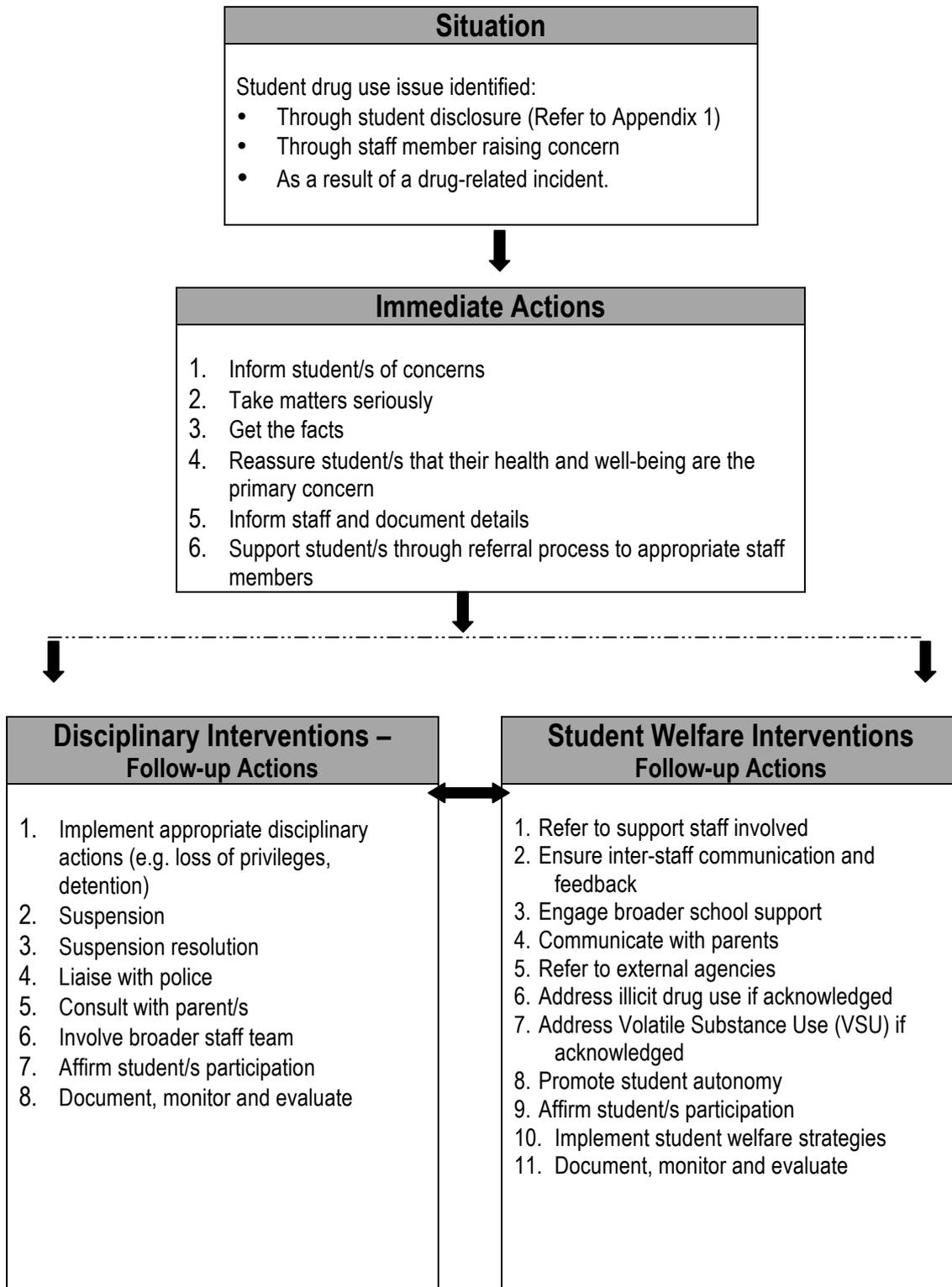




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## INTERVENTION SUPPORT - PROCEDURES TO FOLLOW





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**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.

**Sawyers Valley Primary 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.

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

## School contacts

**Principal** Fiona Collopy  
Contact number: (08) 9295 1434

**Deputy Principal** Andrew Johnston  
Contact number: (08) 9295 1434

**School Health Nurse** Mary Milligan  
Contact number: (08) 9295 1434

**Health and Wellbeing Co-ordinator** Alison Charman  
Contact number: (08) 9295 1434

**School Psychologist** Libby Taylor  
Contact number: (08) 9295 1434

**School Drug Education Leadership Team**  
Fiona Collopy Alison Charman  
Carey Stewart Rachelle Zarb (Chaplain)

## Useful contacts and information

**School Drug Education and Road Aware (SDERA)**  
(08) 9264 4743 [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)

**Alcohol and Drug Information Service**  
(08) 9442 5000 or 1800 198 024

**Parent Drug Information Service**  
(08) 9442 5050 or 1800 653 203

**Poisons Information Centre**  
13 11 26 (24 Hours- Australia Wide)

**Local Police Station**  
Mundaring Police  
(08) 9290 1900



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The following guidelines provide supporting information to the preceding plan:

## **Appendices**

1. Script for Responding to a Disclosure

### Separate Attachments

2. School Medicines Policy
3. Incident Management – Flowchart and supporting information
4. Intervention Support – Flowchart and supporting information



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## SCRIPT FOR RESPONDING TO A DISCLOSURE

Receiving a disclosure from a child can be a stressful and shocking experience for staff. When we're under pressure our minds can go blank and we might be afraid of saying the wrong thing. The Protective Behaviours TDS Team have developed a 'SCRIPT' to be used in the event of a disclosure. The script follows the Child Protection guidelines and assists the student to have the experience of being listened to, being believed and of receiving support following a disclosure. The script gives ALL staff a 'go to' statement to memorise that they can be sure fulfils their obligations to listen and believe WITHOUT crossing the line to interview or coach a child.

### The Script is as follows:

***"Thank you for telling me, (child's name).  
That was very brave of you.  
You've done the right thing.  
I'm so proud of you for telling me about that.***

OR

***I'm so proud of you for telling me about your brother showing you his willy.***

(If you restate the disclosure to the child you MUST use the child's own words.)

***Because this is important, I am going to ask (Principal) for more help."***

Please read through the guidelines below from the Department's Complex Learning and Wellbeing - Child Protection area, and follow the link below for more details on how to best respond to a disclosure.

### Child-centred response to a disclosure

- Stay calm and be fully focussed on what the child is telling you.
- Move to a quiet place, if necessary.
- Listen. Give the child time to use their own words.
- You don't need details so it is important not to quiz or interrogate them. If it is not clear that the incident is possible abuse, you may say, "Tell me more about that."
- Reassure the child or young person that it is right to tell and let them know what you will do next.
- Write a verbatim account of the disclosure as soon as possible and follow your reporting procedure.
- Do not confront the alleged perpetrator.

Figure 1 - Complex Learning and Wellbeing – Child Protection PL

<http://det.wa.edu.au/childprotection/detcms/inclusiveeducation/child-protection/public/files/responding-to-disclosures.en?title=Responding+to+Disclosures>