Authority
This policy is consistent with DECD Intervention matters: A policy statement and procedural framework for the management of suspected drug-related incidents in schools. This policy was developed by our Drug Strategy Core Team in consultation with students, staff, parents and community partners, and endorsed by the SRC, staff and Governing Council on 9/8/04. To ensure continuous improvement, school procedures will be reflected upon after every drug-related incident, whilst the policy will be reviewed every year.

Overarching policy statement
Our school is committed to maintaining a safe, secure and supportive environment for its community as outlined in our Successful School Policy. The Drug Incident Management policy is part of our Whole School Drug Strategy that includes a range of curriculum; policies and procedures; partnership; and positive school environment initiatives. Our school takes action to prevent drug use by students and to intervene if it occurs by taking a whole of school approach. The use, possession and/or distribution of illicit drugs and the unsanctioned use and distribution of drugs such as alcohol, tobacco and prescription drugs, are not accepted.

Links to other school initiatives
This policy also relates to our school's medication management, WHS and curriculum policies, and our school's behaviour code as outlined in our Successful School Policy.

Drug education is taught as part of a sequential and developmentally appropriate curriculum.

Partnerships are made with parents and community agencies to assist our school to address drug issues.

Student resiliency and wellbeing are promoted.

Principles and rationale
The principles of natural justice and procedural fairness will apply in the management of suspected drug-related incidents, as outlined in Appendix D of Intervention Matters. Our school will implement these in the following way:

- By informing students of the form of proceedings
- By allowing the student to be represented by an adult advocate of choice – preferably their parent / caregiver, but a teacher who was not involved in the incident may be selected
- By informing the student of what is alleged
- By listening to the student and their version of events and allowing the student to comment on evidence that has been presented by others
- By ensuring the student receives impartial adjudication
- By protecting the student’s right to privacy
- By allowing the student the right of appeal through a follow up conference or a second investigation, or on the appeal pro forma if excluded
- By allowing the student the right of legal representation in very serious incidents which are handled by the police
- By informing parents of the incident and the proceedings

If suspected drug-related incidents occur and drug issues arise, they will be managed and responded to in ways that:

- Minimise the harm to all members of the school community
- Ensure the wellbeing, educational careers and ongoing support for the students involved
- Are both firm and fair.
Procedures for both school and extra curricular activities

Overview
Involvement with drugs, including illicit and unsanctioned drugs, means that school personnel have reason to believe that:

- Drugs have been or are being used.
- Students are in possession of drugs or instruments used with drugs.
- Students are present when drugs are being used by others.

In the event of a suspected drug-related incident:

- The safety and well-being of students will be considered paramount: they may need to be treated as unwell in accordance with the school's health plan and/or emergency procedures.
- Parents will be contacted in instances of possession, use or distribution of illicit drugs or the use and/or illegal distribution of unsanctioned drugs.
- Police will be informed in instances of possession, use or distribution of illicit drugs and/or the illegal distribution of unsanctioned drugs.
- Consequences may vary and will depend on the nature of the situation, its potential for harm and the circumstances of the individual students involved. However, they could involve suspension or exclusion or Police action.

Follow-up support for student well-being will be implemented.

School Procedures
These procedures are based on those found in Intervention Matters.

Initial procedures
1. Calmly but firmly intervene ensuring the safety and health of student/s and yourself. Intervene with 2 staff members present wherever possible.
2. Make a first aid assessment (and if necessary seek medical support).
3. Inform student/s of suspicion and seek their cooperation.
4. Safely collect any suspected drugs and drug paraphernalia.
5. Escort student/s to principal and hand over with details of incident, keeping students separate from each other if necessary.

Principal / delegate initial interview
1. Continue to monitor student safety.
2. Secure evidence.
4. Inform student/s of the form of the proceedings and their rights.
5. Determine and contact participants as appropriate – student parents / caregivers, procedural observer, police (if necessary).
6. Ensure all participants understand proceedings and roles.
7. Interview student/s to collect and document facts about the incident. The students may be interviewed separately from each other when appropriate.
8. Determine next level of involvement
**Assessment**

1. Use/possession/distribution of illegal substance or unidentified substance.

2. Suspend interview and contact police to investigate/identify.

1. Use/possession/distribution of legal substance but illegal behaviour.

2. May need to contact police for clarification or notification.

1. Use/possession/distribution of legal substance but unsanctioned behaviour.

2. Use professional judgment to determine if need to inform police.

1. No substance/no confession of drug use but unusual behaviour suggests drug use.

2. Treat the student as being unwell according to the Health Support Planning guidelines. Contact parents/caregivers to collect unwell student.

3. Make decisions about consequences, including educative, punitive and deterrent. Our focus is on supporting and counselling students in conjunction with SAPOL when appropriate.

**Following Actions**

1. Where necessary, organise and implement student development plans as part of the consequence:
   - Ongoing educational support
   - Counselling
   - Re-entry planning if student has been suspended.

2. Debrief staff and reflect upon school policy.

**Designated staff**

Principal: Grant Dolejs
Principal’s delegate: Robyn Gibbes
Student well being coordinator: Robyn Gibbes and classroom teacher
First aid support: Brenda, Bev, Debbe and Bec
Other relevant support officers: Theresa O'Doherty

Last reviewed 03/2015