Our Vision

At John Tonkin College we believe that health and drug education is integral to the well-being and life long learning of our students. We aim to provide a safe and supportive environment for the school community. We endeavour to engage the whole-school community (families, parents, carers and guardians) and local partners in our resilience, wellbeing and health education initiatives. We are committed to providing our students with health, well being and drug education and necessary related intervention across all year levels.

Our School Commitment

Our School Health, Wellbeing and Drug Education Guidelines are consistent with the Principles for School Drug Education. The guidelines promote a whole-school approach to drug education to establish and maintain a safe school environment.

The 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. Our guidelines have been developed in consultation with the whole school community to address health, wellbeing and drug education and support interventions in a caring and consistent manner.
John Tonkin College

Curriculum

- 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), as well as other relevant, up to date evidence based programs ie Mind Matters, Beyond Blue, Rethinking Drinking, Smarter Than Smoking, Cannabis and Consequences.
- 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.
- Year 8-10 – approximately 30 hours a year.
- Year 11-12 – incorporated into course work.
- Learning is extended from the classroom to promote parent support of health, wellbeing and drug education programs (e.g. through the use of information brochures, newsletter, website, student diary).

Ethos and Environment

- A School Health and Wellbeing Team with representatives from the teaching and school health service staff is supported.
- Health, Wellbeing and Drug education is included in whole-school planning.
- All students have the opportunity to participate in health, wellbeing and drug education programs and initiatives which recognise the cultural diversity of our cohort.
- School Health, Wellbeing and 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 effectively with health, wellbeing and drug education 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 School Health, Wellbeing Drug Education Guidelines.

Parents and Community

- The school community is encouraged to engage in health, wellbeing and drug education initiatives and programs.
- Health, wellbeing, drug education information and strategies for the school community are provided on a regular basis through a variety of methods such as the newsletter, website, surveys, parent evenings and events and at point of need.
- A Health Expo with dedicated road safety information is conducted on an annual basis.
- SDERA is used to identify resources and agencies that support and complement our school health, wellbeing and drug education initiatives.
- JTC USB policy resource and college diary is provided to all new members include our School, Health and Wellbeing Drug Education Guidelines.
• Parents and students are provided with an enrolment package containing school policies and guidelines which they sign off on.
• A number of days annually are set aside for a focus on health, wellbeing and drug education.
• JTC calls on community support agencies to address individual issues in relation to student health and wellbeing. (CAMS, PYMS, Youth focus, Youth Connections, Relationships Australia, Mind Matters, PYRS, Allambee)
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.

Critical Incident Management - Procedures to follow as below

Intervention Support - Procedures to follow as below
**CRITICAL INCIDENT MANAGEMENT – JTC**

**SITUATION**

**CLASS TEACHER**
Staff member has formed a belief that the student/s has an altered pattern of behaviour related to possible drug use.
- Refer to attached checklist for signs and symptoms.

**IMMEDIATE ACTION**

**CLASS TEACHER**
1. Keep calm
2. Seek staff support if required
3. Isolate/remove student from group.
4. Ensure safety of other students.
5. Contact Student Services team or School Administration.

**STUDENT SERVICES/SCHOOL ADMINISTRATION**
1. Conduct Interview to inform student of concerns.
   - Ensure safety of student.
   - Get Facts
   - Attend to others
2. If School Administration not informed previously now make contact.
   - Liaise and correspond with School Administration and document details

**INITIAL FOLLOW-UP ACTION**

**STUDENT SERVICES/SCHOOL ADMINISTRATION**
1. School Administration receives drug-related evidence – witnessed and documented.
2. Inform student/s of process.
3. Contact and involve parents.
4. Establish facts
5. Determine further actions. Following JTC behaviour management policy for either legal or illicit drug use.
6. Consider need to send home or emergency services.
7. Inform relevant staff if necessary.
8. Document details and actions.
9. Provide staff with debriefing session.

**LEGAL DRUG – FOLLOW-UP ACTIONS**

**STUDENT SERVICES/SCHOOL ADMINISTRATION**
1. Consult with parents
2. Determine actions
5. Provide staff with debriefing session.

**SUBSTANCE IS A LEGAL DRUG**

**STUDENT SERVICES/SCHOOL ADMINISTRATION**
1. Substance is a legal drug being used on school premises where use is prohibited.
2. Check parent/guardian permission. (Panadol, OTC, Ventolin etc)
3. Substance is a legal drug being used by students who are underage.
4. Substance is a legal drug being used outside the parameters of the intended purpose. (eg use of volatile substance or sale/inappropriate use of prescription medication.

**LEGAL DRUG – FOLLOW-UP ACTIONS**

**STUDENT SERVICES/SCHOOL ADMINISTRATION**
1. Report to Principal
2. Police are notified.
3. Clarify action to be taken.
4. Police conduct enquiries.
5. Illicit activity suspected.
6. Student searches required
   - Witnessed with two adults present.
10. Provide staff with debriefing session.

**SUBSTANCE IS POSSIBLY AN ILLICIT DRUG**

**STUDENT SERVICES/SCHOOL ADMINISTRATION**
1. Substance is an illicit drug
2. Substance is suspected of being an illicit drug
3. Substance is being represented as an illicit drug.

**ILLICIT DRUG – FOLLOW-UP ACTIONS**

**STUDENT SERVICES/SCHOOL ADMINISTRATION**
1. Report to Principal
2. Police are notified.
3. Clarify action to be taken.
4. Police conduct enquiries.
5. Illicit activity suspected.
6. Student searches required
   - Witnessed with two adults present.
10. Provide staff with debriefing session.
SECONDARY DISCLOSURE /INTERVENTION SUPPORT PLAN  
- JTC

**SITUATION**

Student drug use issue is identified:
- Through student disclosure
- Through staff members raising concern.

**AS A RESULT OF DRUG RELATED INCIDENT**

Refer to Student Services or School Administration directly.

**IMMEDIATE ACTION**

**CLASS TEACHER**

1. Inform student/s of concerns.
2. Take matter seriously. Inform student of confidentiality (SDERA GIT resource pg 70-71) clause. Staff to report any information to Student Services Team or to School Administration.

**STUDENT SERVICES/SCHOOL ADMINISTRATION**

1. Confirm the facts.
2. Reassure student/s that their health and well-being are the primary concern.
3. Inform relevant staff and document details.
4. Support student/s through referral process to appropriate staff members.

**DISCIPLINARY INTERVENTIONS FOLLOW-UP ACTIONS**

**STUDENT SERVICES/SCHOOL ADMINISTRATION**

1. Implement appropriate disciplinary actions.
   - Loss of good standing.
2. Suspension
3. BMS
   - Return of good standing performance review.
   - Consult with parents.
4. Liaise with police if necessary.
5. Student Services to:
   - Involve broader staff team.
   - Affirm students participation.
   - Document, monitor and evaluate.
   - Debrief staff session.

**STUDENT WELFARE INTERVENTIONS FOLLOW-UP ACTIONS**

**STUDENT SERVICES/SCHOOL ADMINISTRATION**

1. Refer to Student Services team involved.
2. Ensure inter-staff communication and feedback.
3. Engage broader school support.
4. Communicate with parents as necessary.
5. Refer to external agencies.
6. Address illicit drug use if acknowledged.
7. Address Volatile Substance Use (VSU) if acknowledged. (Refer to guide pg 68-69 in SDERA GIT resource)
8. Promote student involvement and participation.
11. Debrief staff session.
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.

John Tonkin College 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 intended legitimate medicinal use being an exception.

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