

## ***DRUG POLICY***

### ***BELIEFS:***

Our drug education policy is consistent with our welfare and discipline policy:

1. The promotion of the physical, social, emotional well being of each child will help to reduce drug misuse.
2. Drug education is a shared responsibility between home, school and community.
3. We acknowledge that many people use drugs or are affected by the drug use of others and that non-drug users also need to be supported.
4. A drug education program requires a range of approaches in both the curriculum and welfare areas. This helps to prevent and reduce drug-related harm, including prevention, early intervention and specialist support for those with drug-related problems.
5. A drug education program aims to minimise harm by providing supportive environment in which to develop personal and social skills that equip students to deal with drug-related issues in a variety of contexts.

### ***AIMS***

This policy aims to contribute to a positive, healthy and caring school environment in which students can achieve their full potential and develop interpersonal skills that will help them face challenges both in and out of school, now and in the future.

### ***GUIDELINES AND IMPLEMENTATION***

Guidelines for the policy curriculum and welfare areas are consistent with the Department of Education's School of the Future Reference Guide.

1. Parents, staff, students and relevant community members will be consulted in the development and regular review of this policy. A drug education core group will be responsible for coordination and implementation.
2. Staff, parents, students and visitors will be informed about the school policy through:
  - Making it available to new parents and families
  - Newsletters, notice board displays and publications of policy
  - Ongoing meetings, working parties information sessions and classroom activities
  - Classroom activities
3. A variety of teaching and learning strategies will support the curriculum at each level in order to:
  - Increase student knowledge of relevant and accurate facts about drugs
  - Develop personal, social and cognitive skills that equip students to deal with drug-related issues in a variety of contexts
  - Increase student understanding of the impact of drugs on society
  - Increase student understanding of the continuum of risk associated with drug use.
4. Staff will be encouraged and supported by the professional development coordinator to participate in professional development to assist them to:

## ***DRUG POLICY (Continued)***

- Offer relevant and supportive drug education classroom programs and support students within the classroom
- Better identify students “at risk” and be able to access suitable advice and support for the student, staff and family. This may involve the student welfare co-coordinator and the school’s guidance officer.
- 5. Drug-related curriculum and welfare programs will be supported by funding and where possible, time release to enable:
  - Teacher professional development to occur
  - Suitable teaching resources to be purchased
  - Appropriate welfare professionals to be accessed where specialised support is required.
- 6. A comprehensive welfare support structure provides the following:

### **Communication**

- Policy and procedures are clearly and regularly communicated to staff, parents and students.
- Parents are made aware of resources available through displays and information accessible from the office.

### **Roles**

- Identifies the role of principal, welfare coordinator and teachers in identifying and supporting students at risk
- Discipline procedures which are delivered clearly and consistently throughout the school using rights, responsibilities and logical consequences
- Identifies school programs, which support students and parents outside the classroom, for example, buddy system, peer support (Seasons for growth), co-operative learning, anti-bullying and social skills programs, and positive parenting program.

### **Management**

- Identifies yard duty and trespass procedures which reduce drug-related risk to students (visitors procedure)
- Identifies procedure to be followed for first aid and administration of medicines (Appendix 1a, 1b, 1c, 1d, 1e & 1f)
- Sets out steps to be taken in the case of student misuse of a drug (Appendix 2)

### **Protocols**

- Sets out the procedures and protocols when police are involved in a drug-related issue (Appendix 2)
- Sets out the procedure and protocols when members of outside support agencies and services are involved in a drug-related issue (Appendix 2)

- Sets out procedures to be taken in handling the media in the event of a drug-related issue (Appendix 2)

## **MEDICATION POLICY**

### **BELIEFS**

- As well as the professional obligation a teacher owes students, there is also a legal duty of care in regard to the health and well being of students.
- Many students need medication to control illnesses on a long-term or short-term basis.
- There is a need for the whole school community (staff, parents and student) to be aware of the correct procedure for the administration of oral medication to students during school hours (including OSHCP).

### **AIMS:**

- To support the health and well-being of students whilst at school by providing assistance and/or supervision from the school staff to ensure that medication is correctly dispensed.
- To ensure that staff and school community are familiar with, and understand, the correct procedure for administering oral medication to students during school hours (including OSHCP).

### **GUIDELINES FOR ACTION:**

- Upon enrolment at Moonee Ponds West Primary School, a copy of the 'Medication Policy' and a copy of a 'School Medication Authority' form will be given to parents;
- The same policy will be published in the school newsletter at the beginning of each year;
- Additional copies of the policy and the authority proforma will be available from the General Office;
- Any medication received by a teacher must be forwarded to the General Office;
- Medication will be stored in a secure location in the General Office;
- At the commencement of each year the principal shall nominate the personnel who shall have the responsibility of administering the medication.
- Medication will not be dispensed if written instructions as noted in the attached proforma have not been provided by parents;
- The date, time and dosage of the medication to be dispensed will be noted on the students *School Medication Authority* that will be kept in the General Office;
- The person administering the medication must sign and date each entry;
- Completed *School Medication Authority* forms are to be kept in each student's personal file.

### **EVALUATION:**

- The Medication Policy will be reviewed by the end of the year 2009

**Endorsed by School Council 15/12/2003.**

## **MEDICATION POLICY (Continued)**

### **Appendix 2.**

#### **Managing Drug-related incidents**

##### **Preventative approach**

Students will develop knowledge and skills as part of the ongoing drug-related curriculum program

Codes of conduct, in accordance with the Department of Education *Schools of the Future Reference Guide*, will be communicated through, for example, classroom activities and other publications

##### **Lines of responsibility**

Drug-related incidents are the responsibility of:

- The principal
- Student welfare coordinator
- Class teacher
- The teacher on the spot

Teachers faced with an incident should, as soon as practicable, enlist the assistance of one or more of the above.

##### **Immediate action**

The school's first responsibility when dealing with drug-related incidents is to ensure the safety of the student(s). As a general rule, the teacher (s) on the spot should aim to:

- Isolate the student(s)
- Confiscate the drug(s)
- Seek medical assistance as appropriate, for example, call an ambulance, and arrange for the student to see a doctor as soon as possible, provide simple first aid.

Parents should be notified as soon as practicable. It may be necessary for parents to come immediately and collect the student(s).

It is important for the teacher(s) involved to maintain a calm, non-threatening but nonetheless firm demeanour, indicating that they are acting in the best interest of the student(s).

##### **Intermediate action**

The teacher as soon as practicable tries to ascertain the facts. These will include:

## ***MEDICATION POLICY (Continued)***

- Which student(s) have been involved?
- The type of drug(s) used
- How the drug(s) was used
- How much of the drug(s) was used
- Where the drug(s) were obtained.

The teachers should again emphasise that the purpose of all questioning is to ensure the student(s) safety and well-being.

If an on-balance decision is made that a bag or locker search is necessary, then another teacher should be present and the student requested to empty the bag. If the child refuses, the bag will be removed and stored safely in the office until parents or Police arrive

### **Follow-up**

In line with the Schools Operations Guide:

- Parental involvement is essential throughout the process
- Police will be involved when it appears that a crime has been committed. The principal will notify the police. When students are interviewed at the school, a parent or another adult will be present.
- The student welfare coordinator will involve the guidance officer to provide counselling support to student(s) as appropriate.
- The student welfare coordinator and the guidance officer will, in consultation with student(s) and their families, refer the student(s) to community and medical agencies and services which deal with drug-related issues.
- The principal will be responsible for writing a report on the drug-related incident.
- Staff and other students involved may need to be debriefed by the principal or relevant representatives from the regional office, for example, guidance officer or social worker. The principal in consultation with the staff involved and region will decide whether a debrief is necessary.
- The principal with support will handle any media contact, where appropriate, from the regional office.
- Normal discipline procedures will be followed as deemed appropriate in the context of advice from the student welfare coordinator and other counselling advice.
- The principal or student welfare coordinator will make further contact in order to assess the student(s) program and to review support strategies.