Gingin District High School Behaviour Management Policy and Processes

Updated August 2022

Creating a positive, uplifting community where students succeed.

"If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we teach..... We punish?
Why can't we finish the last sentence as automatically as we do the others?"
- Tom Herner

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RATIONALE

We strive to provide an environment that is harmonious and supportive for all students, staff and community members. Our behaviour management policy should be read in the context of our whole school community, and is designed to ensure that student learning and the development of positive relationships are central to our practice.

BELIEFS AND PRINCIPLES

1. ***Building Quality Relationships*:** We believe that effective behaviour management is based on the recognition of the worth and dignity of all individuals. All staff at our school will establish positive relationships with students and parents as the basis of effective behaviour management.
2. ***Consistent Expectations and Behaviours:*** Our school will be explicit about the expected behaviours for staff, students and parents. These will be consistent across the school, and we will communicate these to students and the wider school community.
3. ***Quality Teaching*:** We believe an interesting curriculum which uses effective teaching strategies will engage students and will assist students to demonstrate expected behaviours. Our school will explicitly teach all students how to demonstrate the expected school-wide behaviours and will reinforce these lessons in classes. As a part of our curriculum, we will teach students how to establish positive relationships with others and will demonstrate this through example.
4. ***Providing Positive Support*:** We will provide feedback and support to students, including the use of rewards as appropriate, to encourage expected behaviour;
5. ***Ensuring Individual Support*:** Individual students will be supported by providing for specific needs. Interventions to assist students to achieve appropriate behaviour will be professional, positive and explicit.
6. ***Effective Consequences*:** All teaching staff will manage inappropriate behaviour through reteaching, supportive intervention or applying reasonable consequences where appropriate. Students will be treated fairly and in accordance with the principles of natural justice. We see parents as partners in supporting expected behaviours.
7. ***Keeping Records and Using Evidence*:** Appropriate record keeping and reporting will demonstrate our accountability and evidence-based decision making.

OUR VALUES AND EXPECTATIONS

Our school behaviour policy is based on the principles of "*Positive Behaviour Support*" *(PBS)*. Everyone at Gingin District High School is required to demonstrate the expectations below. We work hard to ensure that all interactions between students, staff and the wider community are positive based on these expectations.

It is a parent's right to have access to the school's BMP and it is their responsibility to follow and refer to it as needed.

Care for and be considerate of other people, their property and the environment.

Try their best and maintain a have a go attitude.

Treat themselves, each other and their property with respect.

Take responsibility for all actions.

COMMUNICATION

Student and student

We encourage students to;

- develop good communication skills;
- speak politely and kindly at all times;
- understand the student services process when having difficulties communicating with others.

Student and teacher

Interpersonal relationship strategies are crucial to teacher/student communication.

- The warmth of communication to and from each other before school, during breaks or lesson is the key to good behaviour management.
- Both teacher and students should take time to communicate with each other in an appropriate way.
- Teachers MUST talk through incidents of inappropriate behaviour with students.
  - Discuss what happened.
  - What could have resulted from the happening.
  - What alternatives were available.
  - What should the student do in the future?
- Staff will encourage students to explain their point of view at an appropriate time and manner.

Parent and teacher/LT

- Regular communication provides a holistic view of the student to all involved.
  - Parents or teachers/LT may initiate brief incidental contact. This may be before, during or after school, over the phone or in person.
  - Diary or communication books or electronic methods may be used.
  - Staff will maintain student anecdotal records of any parent communications.

Teacher and teacher/LT

- All teaching (including relief) and non-teaching staff will communicate with relevant primary/secondary Leader.
- LT will feedback to relevant class teacher after dealing with behaviour issues.

Gingin District High School School Community Expected Behaviours				
	Zooma **CARE** *Friendly* *Positive* *Enthusiastic* *Kind* *Helpful*	***Rupert*** **RESPECT** *Polite* *Considerate* *Friendly* *Helpful* *Prepared*	***Trevor*** **TRY** *Strive* *Participate* *Motivated* *Aspire* *Effort*	***Rex*** **RESPONSIBLE** *Reliable* *Honest* *Sensible* *Helpful* *Trustworthy*
Whole School	• Report accidents to teachers. • Keep your hands and feet to yourself. • Pick up your belongings before you leave an area. • Include others in your activities.	• Use your own locker/bag. • Speak politely and kindly. • Follow all reasonable staff instructions. • Use equipment as it is intended and return after use. • Have respect for yourself and others • Wear your uniform with pride • Respect cultural, gender and religious differences • Treat school property with respect	• Endeavour to do your best no matter what the task. • Persevere no matter what. • Attempt all activities given by your teacher.	• Arrive on time. • Walk on pavement. • Place rubbish in the bin. • Use equipment as it is intended and return after use. • Promptly leave toilet and drinking areas after use. • Remain within the school boundaries/play area • Be sun smart. • Be a role model of positive behaviour • Line up quietly before each lesson
Learning Area	• Quietly tell the teacher if someone is in need of help. • Help your peers if directed by a staff member	• Raise your hand when you want to speak. • Use an inside voice	• Attempt to contribute to class discussions. • Complete all the work set by the teacher.	• Be prepared for class. • Remain in class unless given an appropriate pass. • Submit work when required.
Canteen and Eating Areas	• Wait patiently in the correct line and take turns. • Hold sports equipment still until dismissed.	• Benches are for sitting on. • Use please, thank you and excuse me. • Play ball games safely in designated areas.	• Order your lunch before school. • Decide what you want before your turn.	• Collect your lunch and return to your area. • Use your own money. • Stay in your eating area until the second siren (Primary seated).
Outside Areas	• Play games fairly and show good sportsmanship.	• Be considerate of others playing games.		• Food and drink free zone (water allowed) on the oval. • Listen for the music and leave on the cue. • Play ball games in designated areas.
ICT	• Care for equipment. • Only access appropriate websites. • Adhere to your iPromise	• Use technology as staff instructs. • Stay in your designated work space.	• Use a problem solving approach to ICT issues	• Make careful choices when using the internet. • Mobile phones off and away all day. • Use the 'unfriend' button when necessary

REWARDS

Gingin District High School is a Positive Behaviour Support (PBS) school and we believe there should be a minimum of 4 positives to 1 negative.

Rewards for appropriate behaviour, both extrinsic and intrinsic, are an important part of our behaviour management system. Rewards provided for students range from verbal and non-verbal individual praise for good work or behaviour, through to overt rewards recognised at a whole school level.

Rewards include:

- CRTR cards are our free and frequent reward system used by all staff, awarded to students who demonstrate the expected behaviours;
- In addition to this, teachers may provide their own reward system within their classroom;
- Primary CRTR cards will be counted towards certificates and badges, to be given out at a CRTR assembly;
- Secondary CRTR cards will be counted towards a regular prize draw;
- All CRTR cards are counted towards Faction points;
- Students consistently demonstrating expected behaviours may be invited to participate in reward activities, depending on the schedule of events for the school;
- Letters of Commendation may be sent home to parents for good work and behaviour;
- Honour Awards are presented at whole school assemblies.

Gingin DHS Behaviour Management Process

Response is: Calm Consistent Brief Immediate Respectful

Is behaviour Minor or Major?

Minor: class managed	Major: office managed
Inappropriate choice of language eg. swearing	Deliberate damage to/ theft of property
Late to class	Verbal or physical harassment of staff
Inappropriate contact	Physical assault of a staff member
Misuse of property including technology	Physical assault of a student
Refusal to follow staff instructions	Repeated minor offences
Unprepared for class	Threaten or harass using abusive language, sexual or racist remarks

Follow PBS Minor Behaviour Response

Teacher Response: Low Key
- Re-direct (state expected behaviour)
- Re-teach (show, practice, encourage)
- Provide choice

Behaviour stops: Teacher to provide specific feedback

Behaviour Continues

Classroom choices	Playground choices
• Time out in class • Break-time out • Buddy room with Reflection sheet	• Sit out of play • Walk with teacher • Loss of privilege

Teacher completes Minor Behaviour Form for own records.
Copy (or phone call) can be sent home at teacher's discretion
Leadership Team action not required.

Repeated minors
- Teacher discretion /consult Line Manager
- Seek leadership/ Student Services support
- Parent Contact

Repeated Major office disciplines in a term/year:
Parent meeting/Behaviour Management Plan

Follow PBS Major Behaviour Response: Send to office

Teacher Response:
- Inform student of specific breach of behaviour
- State expected behaviour
- **Complete Major Behaviour Form**
- Send student to office with form and buddy

Leadership Team Response:
- Review incident
- Problem solve with student
- Determine consequence/resolution
- Enter data on Integris
- Inform parent/guardian
- Provide teacher feedback

In Some Cases:
Refer to Regional Office or CAMHS where necessary
Alternative educational program

PROVIDING SUPPORT FOR INDIVIDUAL STUDENTS

Each student at Gingin District High School is valued and our school will support students who have particular needs, including for those issues that might impact on their behaviour. The level of individual student support differs according to the needs of each student and is governed by the approach established through the use of the *World Health Organisation Mental Health Pyramid*, where students with higher needs are provided a greater level of support.

Classroom Support

Individual teachers will provide support to students by:

- Building positive relationships with all students;
- Providing interesting, academically appropriate, engaging and relevant lessons for students;
- Explicitly teaching expected behaviours and pro-social skills* as a part of the curriculum;
- Rewarding students when they demonstrate expected behaviours;
- Developing and implementing documented plans for students in consultation with the Student Services Team if required;
- Ensuring ongoing individual student issues are referred to the Student Services Team.

** "pro-social skills" means undertaking positive actions that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain.*

Student Services Team

The School Student Services Team includes the Associate and Deputy Principals, the Year Coordinators, School Psychologist and Chaplain. The role of the Student Services Team is to identify and coordinate support and resources for individual students, and to monitor students at risk. The team discusses psychologist referrals as well as external referrals and prioritises these according to need and the availability of resources. The Student Services Team will liaise with the referring teacher to explain interventions.

Individual Behaviour Management Plans

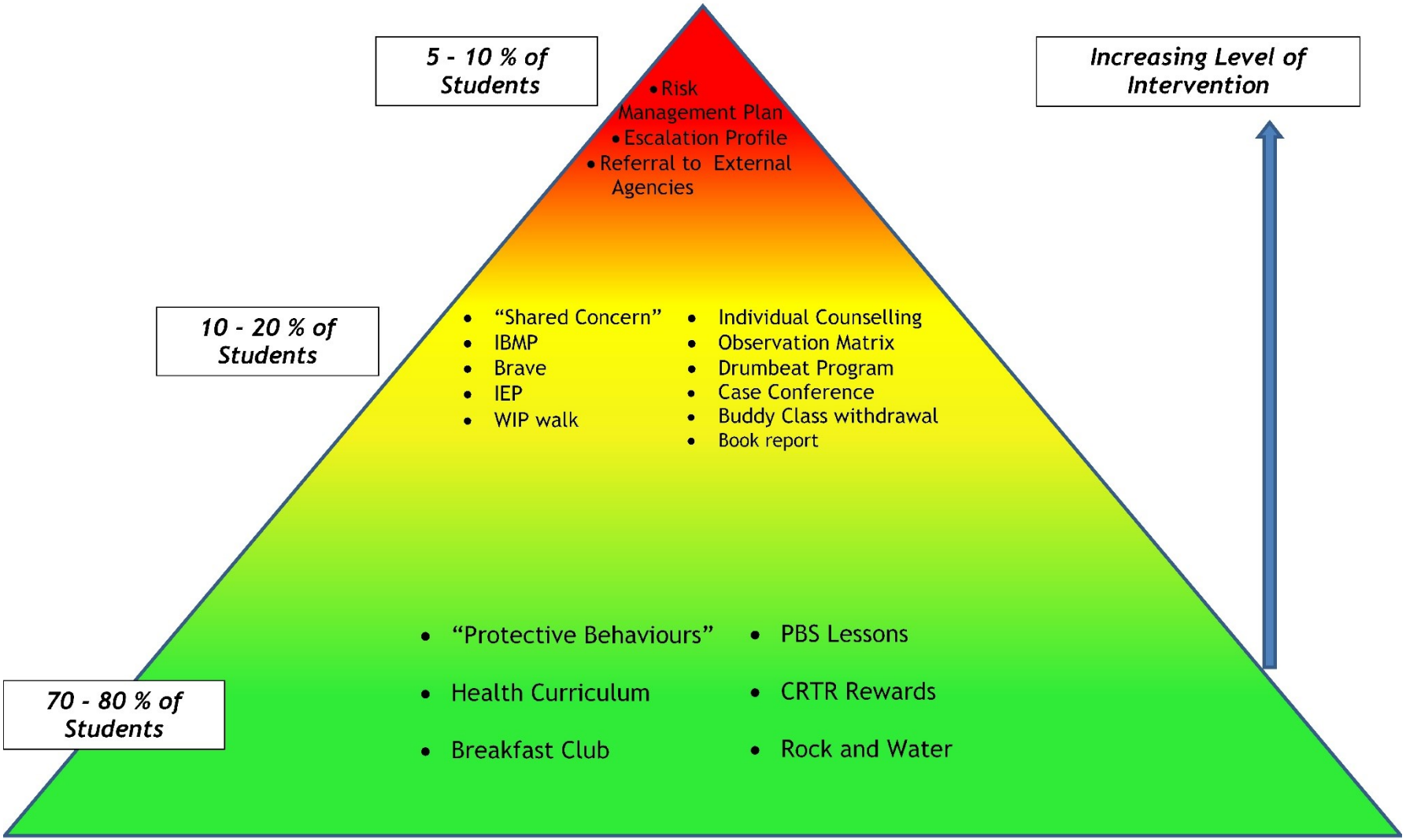
In some cases, students require specific behavioural support. In these cases, an Individual Behaviour Management Plan (IBMP) will be developed for the student. An IBMP incudes specific targeted behaviours, rewards to be provided, other interventions that may be necessary and any consequences specific to the individual student. The plan will be developed collaboratively by the class teachers, school leaders and the Student Services Team as appropriate. These plans will be made available to all relevant staff who work with the student. The plan will be discussed with parents at a case conference

School Psychologist

Where the Student Services Team deems it necessary, or where it is requested by a parent, the school psychologist will assist with the development of individual interventions for students.

Other interventions may be included depending on individual student needs, as in the diagram on next page:

Student Interventions



Withdrawal: *Removal of student from normal class for a specified period of time, to a place where they can reflect on their behaviour. May require completion of an educational activity.*

Dealing with High Level Behaviours

Behaviour		Lower level of transgression OR high level mitigating factors	High level of transgression with limited mitigating factors	Other possible actions
Deliberate damage to property	EC/JP	• Major Behaviour Slip • Community service within school grounds up to 1 day	• Major Behaviour Slip • Withdrawal from class at least 1 day	• Possible suspension for significant repetition of behaviour
	MU/SEC	• Major Behaviour Slip • Community service within school grounds up to 2 days • Restorative Practice meeting	• Major Behaviour Slip • Suspension up to 5 days • Possible external referral	
Physical assault of students	EC/JP	• Major Behaviour Slip • Teachable moment • Restorative Practice meeting	• Major Behaviour Slip • Withdrawal from class at least 1 day	• Possible suspension for significant repetition of behaviour
	MU/SEC	• Major Behaviour Slip • Restorative Practice meeting	• Major Behaviour Slip • Significant suspension >5 days	
Starting a fight	EC/JP	• Suspension for up to one day	• Suspension for up to ten days	• Loss of good standing for up to one term
	MU/SEC	• Suspension for at least one day	• Suspension for up to ten days	• Loss of good standing for up to one term
Videoing or recording a fight	EC/JP	• Suspension for up to one day	• Suspension for up to ten days	• Loss of good standing for up to one term
	MU/SEC	• Suspension for at least one day	• Suspension for up to ten days	• Loss of good standing for up to one term
Threaten or harass others by using abusive language, sexual or racial remarks	EC/JP	• Major Behaviour Slip • Education on language and social awareness	• Major Behaviour Slip • Withdrawal from class up to 2 days • Education on language and social awareness	
	MU/SEC	• Major Behaviour Slip • Withdrawal from class up to 2 days • Education on language and social awareness	• Major Behaviour Slip • Suspension up to 2 days • Education on language and social awareness upon return	
Verbal or physical harassment of staff	EC/JP	• Major Behaviour Slip • Teachable moment • Restorative Practice meeting	• Major Behaviour Slip • Withdrawal from class at least 1 day	
	MU/SEC	• Major Behaviour Slip • Withdrawal from class up to 2 days • Restorative Practice meeting	• Major Behaviour Slip • Suspension for up to 5 days	
Physical assault of staff	EC/JP	• Major Behaviour Slip • Teachable moment • Restorative Practice meeting	• Major Behaviour Slip • Withdrawal from class at least 1 day	• Possible suspension for significant repetition of behaviour
	MU/SEC	• Major Behaviour Slip • Restorative Practice meeting	• Major Behaviour Slip • Significant suspension >5 days	

HIGH LEVEL BEHAVIOURS

Mitigating factors that may be taken into consideration when deciding a consequence:

- Diagnosed mental health issues;
- Known family violence or abuse issues;
- Anger management issues;
- Age and level of responsibility;
- Premeditated nature of the action;
- Low level of damage or minimal violence;
- Provocation by other students or by a staff member;
- Emotional maturity.

Exacerbating factors that may lead to a higher level of consequence applied:

- Premeditation;
- Violence;
- Starting a fight *(an altercation between two or more students in which both students are involved in physical violence).*
- Damage to property;
- Previous incidents;
- Power differential (e.g. a Year 10 student picking on a Year 7 student);
- Warning given.

GOOD STANDING

All students will be deemed to have Good Standing at Gingin District High School unless that status is removed by the school. A student may have their good standing removed if they demonstrate High Level Behaviours that are unacceptable.

A student will be automatically referred to the Student Services Team for possible removal of their Good Standing in the following circumstances:

- The student is suspended;
- The student receives more than three red slips in a term;
- The student is referred by a teacher for inappropriate behaviour.

The Student Services Team will consider the following when considering the loss of Good Standing:

- The nature of the behaviour that was displayed by the student;
- The circumstances under which that behaviour occurred;
- Issues specific to the student which may mitigate or exacerbate their responsibility for the behaviour;
- Other consequences that have been applied.

The Student Services Team will determine:

- Whether the student has or has not lost their Good Standing;
- The duration for the loss of Good Standing if it is applied. This cannot extend past the end of the term;
- The nature of the sanctions that will be associated with the loss of Good Standing.

A student who has lost their Good Standing may be prohibited from attending the following:

- Non-curriculum related excursions;
- Additional voluntary opportunities that arise from time to time within the school, except as required by Department of Education Policy;
- Voluntary participation inter-school sports competitions, including Country Week, Cross Country and Winter Carnival;
- Access to specific optional curriculum add-ons that will not affect their ability to achieve a in the specific subject, e.g. access to particular machines in Design and Technology, or access to particular practicals in science.

BULLYING POLICY

Rationale

Our school has a zero tolerance to bullying. Our staff is committed to ensuring a safe and supportive environment which promotes personal growth and development.

Each person brings their own unique qualities to our school, therefore all members of our Gingin District High School community are committed to treating each other with care and respect and accepting individual differences.

Bullying is a learnt behaviour which is unacceptable and can be successfully changed. Schools take an educative approach to managing and preventing bullying. Our school's processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments.

Definition

Our school accepts and uses the nationally agreed definition of "Bullying" defined through the *Safe and Supportive School Communities Working Group*:

> *"Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).*
>
> *Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.*
>
> *Some conflicts between children are a normal part of growing up and are to be expected. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.*
>
> *Behaviours that do not constitute bullying include:*
>
> - *mutual arguments and disagreements (where there is no power imbalance);*
> - *not liking someone or a single act of social rejection;*
> - *one-off acts of meanness or spite;*
> - *isolated incidents of aggression, intimidation or violence.*
>
> *Online bullying (sometimes referred to as cyberbullying) is bullying carried out through the internet or mobile devices."*

Cyberbullying

The definition of Cyber-Bullying is taken from the *Safe and Supportive School Communities Working Group*:

"Online bullying (also referred to as cyberbullying) can be conducted in many ways, using different media including:

- *the sending of abusive texts or emails;*
- *taking and sharing unflattering or private images, including naked or sexual images;*
- *posting unkind messages or inappropriate images on social networking sites;*
- *excluding individuals from online chats or other communication;*
- *assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others;*
- *repeatedly, and for no strategic reason, attacking players in online gaming.*

While online bullying is similar to real life bullying it also differs in the following ways:

- *it can be difficult to escape and invasive—it can occur 24/7 and a person can be targeted while at home;*
- *it can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once;*
- *it can provide the bully with a sense of relative anonymity and distance from the victim, so there is a lack of immediate feedback or consequences."*

Mostly, cyber-bullying occurs outside school. The school cannot be responsible for student behaviour outside of school, but will deal with issues that impact within the school (e.g. conflict that arises from cyberbullying, or well-being issues for students).

Please refer to our mobile phone policy which articulates consequences for misuse of phones or other devices in school.

How do we prevent bullying from occurring?

Gingin District High School adopts the following strategies to ensure the school has a whole-school approach to achieving a positive and harmonious environment:

Whole-School Prevention Strategies

- We have established a shared set of expectations: that all students demonstrate Care, Respect, Try, and be Responsible;
- We explicitly teach expected behaviours, such as "Keep your hands and feet to yourself";
- We reward behaviour that is consistent with our expectations;
- We provide curriculum lessons at all grade levels to strengthen resilience and assertiveness, for example Protective Behaviours, Rock and Water, SDERA etc;
- We actively work to ensure positive, trusting relationships within the whole school community;
- Provide student leadership roles in both high school and primary school, for example sports captains, Student Council;
- We have established a skilled and resourceful Student Services team who work to address student issues;
- We promote a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict through a process of Restorative Practice;
- We provide access for students to the School Chaplain;
- We promote positive staff role modelling.

Preventive whole-school classroom strategies:

- Teachers in classrooms develop supportive and inclusive classroom environments;
- Teachers implement effective classroom behaviour management approaches that teach and encourage positive behaviours, and address negative behaviours;
- Teachers recognise and reinforce positive communication, empathy, tolerance and social problem solving;
- Teachers promote the use of cooperative learning strategies and explicitly teach the interpersonal skills required to implement these;
- Teachers implement whole-school curriculum programs to develop resilience, problem solving and conflict resolution;

Playground strategies:

- Duty teachers wear high visibility vests and approach playground supervision actively;
- Teachers recognise and reinforce positive playground and pro-social behaviour;
- Teachers act immediately when they see the first signs of conflict or harassment;
- Teachers use Duty Communication Files to communicate and respond to playground problem behaviours;
- Provision of a 'Buddy Bench' in Junior Primary;
- Library access on some days;
- Access to sports equipment and sports areas for all students;
- Access to the computer lab on some days.

What happens when a Bullying Incident occurs?

1. The student is interviewed to find out what has happened.
2. Details of incidents will be recorded in a *Bullying Intervention Record*.
3. The Teacher/Leadership Team will determine the most appropriate level of intervention (see below).
4. When problem involves a number of incidents or other individuals the school will investigate further and mediate between those involved.
5. The school uses a process of ***Restorative Practice***; we try to develop empathy and resilience while providing students with better ways to deal with the problem.

Parents can support the school by encouraging children to work in a positive way with their class and school peers, and by encouraging their children to report incidents of bullying to a teacher or administrator.

What is Restorative Practice?

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches. Organizations and services that only use the reactive without building the social capital beforehand are less successful than those that also employ the proactive

Levels of Bullying

Level 1

- Minor incidents
- Little or no physical harm
- Other harm can be rectified easily.
- Incident managed at the time it occurred by the class or Duty Teacher

Level 2 – referred to a Year Coordinator or Leadership Team

- Higher level of harm and are repeated or targeted
- Creation of a Bullying Intervention Record for the person who is the targeted
- Student interviewed to determine the facts
- If required, support will be required by Student Services team.

Intervention approaches

- Can include the following practices: mediation meetings; the Method of Shared Concern; a Group Support Approach; community conferences; cooperation circles; or other strategies that have an evidence base
- In situations which have resulted in significant harm or where violence has occurred, behaviour management sanctions may be applied in accordance with the High Level Behaviour Matrix
- Sanctions are not automatic and depend on the circumstances of each case
- Individual behaviour management plans, risk management plans or escalation profiles may be developed where necessary
- Parents will be informed in all cases where an incident of this type occurs.

Level 3 Incidents

- Incidents of this type occur where there is significant physical, psychological or emotional harm to a student.
- Incidents will be referred to the Leadership Team
- Interviews with all parties and witnesses will be held

Intervention approaches

- Interventions described at Level 2 will also be used
- Use of external referrals if necessary (e.g. Child Adolescent Mental Health Services
- High level sanctions will be applied in accordance with the High Level Behaviour Matrix
- Parents of all students involved in this type of incident will be informed.

Level 4 Incidents

- Where the bullying reaches the level of a 'Critical Incident', as defined by the Department of Education Critical Incident Policy, the incident will be referred to other agencies for resolution.
- These incidents involve significant assaults or criminal offences.
- In these circumstances, a Critical Incident notification will be made to the Department of Education and Police will be notified.
- In these situations, the action taken will be based on ensuring that students are protected from further harm.
- This can include a significant suspension time and any other possible sanctions that the school may have available under the Education Act.

Communication and Confidentiality
Sometimes, for confidentiality reasons, parents and students may not always see these programs and/or activities being implemented. The school is bound under the Education Act to keep information about students confidential, except to their parents. While this is sometimes frustrating for parents, it protects all students in the school.

MOBILE PHONES AND ELECTRONIC DEVICES POLICY

Primary students may not bring mobile phones or devices to school unless authorised by a Deputy or the Principal. Secondary students may bring mobile phones or devices to school but must have them switched off and stored away for the duration of the school day.

TELECOMMUNICATIONS TECHNOLOGIES iPROMISE

It is the policy of Gingin District High School to provide all students with access to relevant, current information. Internet access is available to all students who sign the *iPromise*. Students will have the opportunity to use the internet for research and communication and may be given an email account provided by the IT Coordinator in support of their studies. This agreement for students will apply at all times when students are using the school telecommunications equipment.

Student behaviour in class when using the internet will be mature, responsible and courteous. Violating any of the guidelines will result in cancellation of these privileges. Parents will be notified of any infractions.

DRUG RESPONSE PLAN

This plan aims to:

1. Promote and maintain a health-promoting school environment in which the welfare of all school community members is paramount;
2. Identify the role of the Gingin District High School community in the prevention of drug-related problems; and
3. Work with the school community to develop agreed positions and accepted procedures for dealing with, drug-related incidents and problems.

This plan is informed by State and Federal government recommendations on drug abuse, and emphasises two principles: first and foremost, **opposition to drug use**, and second, **harm reduction**.

Definitions

Drug	A drug is a substance, other than food and water, which is taken to change the way the body and/or mind function.
Licit or legal drug	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.
Illicit drug or illegal	is one which it is prohibited to produce, sell, possess or use (e.g. cannabis, amphetamine).
SDERA	Department of Education, Road Safety and Drug Education Branch - School Drug Education and Road Aware Programs and Resources
School	
Possession of drugs/alcohol	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. Those with students caught will be assumed guilty by association unless proven otherwise.
Volatile Substance Use (VSU)	Volatile substance use (VSU) is the deliberate inhalation of substances, which produce a vapour or gas at room temperature, for their intoxicating effects. It is commonly referred to as 'sniffing', 'solvent use', 'inhalant use' or 'chroming'.
E-cigarettes and VAPS	Nicotine is a Schedule 2 drug in Australia, which means It is illegal to sell electronic cigarettes containing nicotine in Australia. Electronic cigarettes (e-cigarettes) are battery-powered devices. They heat a cartridge containing liquid chemicals and flavouring into a mist, which is inhaled through a mouthpiece and exhaled as a visible vapour. (Cartridges may not contain nicotine) E-cigarettes typically mimic traditional tobacco cigarettes, cigars or pipes in appearance. More recent styles can look like everyday items such as pens, USB memory sticks and larger round or rectangular devices. Sales of e-cigarettes containing nicotine are not legal anywhere in Australia. Nicotine is a dangerous poison, even in small quantities, and it is strictly regulated in WA under the *Medicines and Poisons Act 2014* (external site). Products that resemble tobacco products, regardless of whether they contain nicotine or not, cannot be sold in WA and it is an offence under the *Tobacco Products Control Act 2006* (external site) to sell such products. Reference https://healthywa.wa.gov.au/Articles/A_E/Electronic-cigarettes-e-cigarettes

Expectations

Gingin District High School is committed to the provision of a caring, safe and healthy learning environment for all students. The school does not allow the use of drugs for any purpose aside from prescribed medical uses. The use of drugs for other purposes is harmful to students and has long term detrimental health effects. When concerns about drug use arise in the school community the school will cooperate with key agencies such as Regional Office, health agencies, external counseling agencies, and the police to determine what actions are appropriate to maintain a safe and healthy environment for students.

Gingin District High School does not permit staff or students while on school premises, at any school function, excursion or camp to:

- smoke and/or possess tobacco products;
- consume and/or possess alcohol;
- deliberately inhale volatile substances (solvents);
- possess and/or use pharmaceutical drugs for non-medical purposes;
- possess and/or use illegal drugs in accordance with the *Misuse of Drugs Act 1981*; or
- possess and/or use drug-related equipment, except in the case of prescribed medical use;
- Be under the influence of drugs or alcohol.

Note that Gingin District High School is a non-smoking environment for all staff, students and visitors to the grounds.

The Principal must be notified by parents if students need to administer prescribed medicine while at school and provision of medication signed off by an appropriate administration member.

Prevention

The prevention of unsafe and unhealthy drug use is a key role of Gingin District High School. The following preventive measures will be implemented by the school:

- A well-resourced, relevant health education program which includes drug education for Kindergarten – Year 10;
- Regular needs assessments to plan and update the school community health and drug education program;
- Regular professional development for staff teaching health education;
- Please see the **staff handbook for the Drug Education Plan** for more information.

Volatile Substances Reporting

AS VSU use affects the brain stem please beware of the following:

- If students run, do not chase them. Inform Admin who will inform Police who will do a welfare follow-up;
- If students accompany you to the office do not leave unsupervised for any period of time until you are confident the effects have worn of. They can deteriorate rapidly without warning several hours after use and may be in respiratory distress.

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. For this reason, school and community-wide education campaigns are not recommended. We teach VSU as part of chemical management in our programs i.e. occupational health and safety of use of chemicals in the home.
- 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 more information go to https://vsu.mhc.wa.gov.au/strategies/informationeducation/
- To support government strategy 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/.
- The reporting documents are filed on the shared drive.

Incident Management and Intervention Support

Incident Management and Intervention Support is the structured response to drug use incidents occurring within the school.

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 co-ordinated, 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. **Refer to the staff handbook Roles and Responsibilities.**

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 (this is available on request). 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.

Possible consequences include:

- Loss of good standing;
- Suspension;
- Referral to counselling internal and external.

Smoking

- The Deputy Principal/Incident Manager will notify parents/guardians and a letter will be sent home. Students will be offered counselling and may face disciplinary action.

Alcohol and solvents:

- Possession and/or consumption of alcohol or deliberate inhalation of solvents will require the Deputy Principal/Incident Manager to contact parents/guardians and send a letter home. Students will be offered counselling and may face disciplinary action.

Illicit Drugs

- Parent/guardians will be informed immediately. The Principal will determine if the police will be called. In the absence of a student's parent or guardian, the student support person or a teacher nominated by the student will always be present at any police interview that takes place on school premises. The student will be offered counselling and will face disciplinary action.

Incident Management and Intervention Support Flow Chart Student Services Team

Situation

Student/s are thought to be:

- drug affected
- in possession of a legal drug
- in possession of a suspected illicit drug
- through student disclosure
- through staff member raising concern

Immediate Actions

1. Keep calm
2. Ensure safety of student/s
   a. Consider staff support- Inform Administration Team
3. Inform students of concerns
4. Escort student/s for interview
5. Hand responsibility to Student Administration Team and document details
6. Get the facts
7. Attend to other students involved

Initial Follow-up Actions

- Administration Team receives drug-related evidence – witnessed and documented
- Inform student/s of process
- Contact and involve parent/s
- Establish facts
- Determine further actions – following process for either legal or illicit drug use
- Consider need to send home
- Document details/actions

Substance is a legal drug

- Substance is a legal drug being used on school premises where use is prohibited
- Substance is a legal drug being used by students who are under-age
- Substance is a legal drug being used outside the parameters of the intended purpose (e.g. use of a volatile substance or sale/inappropriate use of prescription medication)

Legal drug – Follow-up Actions

- Consult with parent/s
- Determine actions- refer to BMIS (see below)and give consideration to individual cases
- Provide Intervention Support
- Document, monitor and evaluate

Substance is possibly an illicit drug

- Substance is an illicit drug
- Substance is suspected of being an illicit drug
- Substance is being represented as an illicit drug

Illicit drug – Follow-up Actions

- Report to Administration Team
- Police are notified
- Police conduct enquiries
- Illicit activity suspected
- Student searches required
- Nature of substance uncertain
- Determine actions- refer to BMIS and give consideration to individual cases
- Provide intervention support
- Document, monitor and evaluate

Intervention Support

- Negotiate PEEP plan /RMP/Escalation profile (BMIS and Good Standing Policy), with all parties, monitor and evaluate.
  - Communicate with parents
  - May include referral to external agencies
  - Affirm student/s participation
- Ensure inter-staff communication and feedback with confidential memo
- Engage broader school support if required
- Using your boundaries and consequences as a guide
- Address illicit drug use if acknowledged within re-entry plan
- Address Volatile Substance Use (VSU) if acknowledged
- Promote student autonomy
- Gather evidence and implement student welfare strategies such as counselling etc Document contract with all parties
- Monitor and evaluate

For further information refer to: https://www.sdera.wa.edu.au/media/1310/getting-it-together-drug-education.pdf

Referral Process

- School Psychologist
- External agencies such as:

  Holyoake Youth Focus
  Head Space Amity Health

There are a number of community-based agencies across the state that can provide information, counselling and treatment services to school aged students. Schools may have access to government, non-government and private services in their locality, all of which may have a different referral process.

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

Referral forms can be found on the school drive with this document.