



HALL MEADOW
PRIMARY SCHOOL



Hall Meadow Primary School

Substance Misuse Policy

REVIEWED BY HEADTEACHER	September 2026	Caroline Farmer
NEXT REVIEW DATE	September 2027	

Hall Meadow Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All of our school policies and procedures reflect this priority.

Respect

Responsibility

Resilience

INCLUSION

INVOLVEMENT

INTEGRITY

INITIATIVE

INSPIRING

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Aim of the policy

The policy applies to all staff, pupils, parents/carers, governors and partner agencies working in the school. It operates within the physical boundaries of the school, during school hours. It also includes stakeholder who are taking part in school trips, outings and field work.

This policy has been developed as part of a whole school ethos to develop healthy children with high self-esteem who are able to take responsibility for their own learning and actions. We recognise the increasing drug use in society. The acquisition of knowledge, understanding and skills which enable young people to consider the effects of drugs on themselves and others is therefore of vital importance. The term 'drug' throughout this document includes medicines as well as tobacco, alcohol, illegal drugs, solvents and glues. We recognise the importance of exploring the beneficial use of drugs as medicines as well as the harmful effects of drug misuse.

This policy document identifies effective strategies that we will implement in this area of the curriculum and takes account of the guidance from the DfE Drug Advice for Schools 2012:

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Curriculum

Hall Meadow Primary utilise CORAM SCARF for its PSHE curriculum. – see appendix 1 for further information.

School culture

Illegal and other unauthorised drugs are not acceptable on the school site or within school activities. The health and safety of the school community and the pastoral needs of pupils are the priorities for the school. Smoking or vaping is not permitted anywhere on the school site, including the grounds. Any disregard for school restrictions will be treated as any other breach of school discipline.

Managing incidents

Management of drugs related incidents at school and on school trips:

- Pupils who are found to be in possession of illegal substances, tobacco or alcohol will be disciplined in line with the school behaviour policy. Sanctions could include suspension.
- Any drug paraphernalia, suspected illegal and unauthorised drugs found on school premises should be stored carefully and the police are to be called. Staff should not come into contact with these without PPE.
- Staff should not use any drugs whilst on site, or on trips or residential. Any break of this will lead to disciplinary action.
- Parents under the influence of drugs will be asked to leave the premises and the police will be called. If they are collecting a pupil, the pupil will remain at school while a safeguarding lead organises alternative arrangements.

Support services and signposting

Hall Meadow Primary will work alongside safeguarding authorities to ensure the wellbeing and safety of its pupils.

External Support Services:

The links below are excellent services across Northamptonshire that help those affected by substance misuse.

<https://aquarius.org.uk/our-services/young-peoples-services/northampton-yp/>

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/young-northants/health/Pages/alcohol-drugs.aspx>

<https://familysupportlink.co.uk/>

Wider school community

Hall Meadow Primary acknowledges the need for the wider school community to support in its efforts to tackle substance abuse.

Parents

- Hall Meadow Primary will work with parents to ensure that the pupils are safe and are taught the necessary knowledge to keep them healthy.

LAC

- It is the responsibility of the LAC to remain up to date with substance challenges that the school face.
- The LAC will support the school when dealing with misuse on site, particularly with parents.

Appendix 1 – PSHE CORAM SCARF

Reception			Y1		
Key Themes Asking for help Keeping healthy Staying safe around medicines			Key Themes How our feelings can keep us safe Keeping healthy Medicine safety		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Talk about how to keep their bodies healthy and safe.	I can tell you what my body needs to stay healthy.	What decisions do they make regarding food, sleep and personal self-care?	To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.	I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)	Do they make healthy decisions regarding food, sleep and personal self-care? Do they have an interest exercise and keeping active? Consider their lifestyle at home.
2. Name ways to stay safe around medicines.	I can make safe decisions around medicines and things I don't know.	What prior knowledge do they have of medicines? How do they behave around unknown products or resources?	To recognise emotions and physical feelings associated with feeling unsafe.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe	How do they manage their emotions? Can they describe different emotions? How do they behave in conflict or disagreements?
3. Know how to stay safe in their home, classroom and outside.	I can name some things that can be dangerous inside and outside.	Do they understand that some equipment and areas of the classroom are only for adults? Do they recognise potentially dangerous household products?	To learn the PANTS rule and which parts of my body are private.	I can say 'no' to unwanted touch and ask for help from a trusted adult.	Be aware of safeguarding procedures and disclosure.
4. Know age-appropriate ways to stay safe online.	I can tell you what is safe to play online and who to talk to if I feel worried.	Consider their knowledge and personal use of tablets and online games.	To understand that medicines can sometimes make people feel better when they're ill.	I can say when medicines can be helpful or might be harmful.	What is their knowledge and experience of medicines?

5. Name adults in their lives and those in their community who keep them safe.	I can name the adults who keep me safe and when I might need their help.		To talk about safety and responsibility around medicines.	I can tell you how to stay safe around medicine.	Can they name alternative ways to feel better (other than medicines).
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Y2			Y3		
Safe and unsafe secrets Appropriate touch Medicine safety			Drugs and their risks Staying safe online Managing risk		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
To explain simple issues of safety and responsibility about medicines and their use.	I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.		1. To identify risk factors in given situations	I can say what I could do to make a situation less risky or not risky at all.	What is their general behaviour regarding risk taking? How do they behave in social situations and during games/P.E. Do they generally follow school rules? Are they aware of potentially dangerous situations?
To identify situations in which they would feel safe or unsafe	I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.	Do they recognise inappropriate touch? Do they ask for an adults help when they feel unsafe?	2. To define the words danger and risk and explain the difference between the two.	I can demonstrate strategies for dealing with a risky situation	
To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation	I can say what I do and don't like and who to ask for help.	Do they communicate with their peers about their likes and dislikes? How do they react to others communicating non-verbally?	3. To define the word 'drug' and understand that nicotine and alcohol are both drugs.	I can identify some key risks from and effects of cigarettes and alcohol.	What is their prior knowledge and understanding of alcohol and cigarettes?
To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	What behaviours do they show regarding secrets? Consider what secrets mean to the children.	4. To recognise potential risks associated with browsing online.	I can give examples of strategies for safe browsing online.	Consider their personal use of social media and online games. What knowledge do they already have regarding this topic? Do they take risks online?

To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.	I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	Be aware of safeguarding procedures and disclosure. Do they know which are the trusted adults in their lives? How do they behave in terms of keeping their private parts private?	5. To recognise and describe appropriate behaviour online as well as offline.	I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.	What do they consider personal - is it appropriate? Do they understand the dangers of sharing information? How do they share information about themselves in school or amongst peers?
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Y4			Y5		
Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences			Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. To define the words danger and risk and explain the difference between the two.	I can demonstrate strategies for dealing with a risky situation	What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E.	1. To reflect on risk and the different factors and outcomes that might influence a decision.	I can suggest what someone should do when faced with a risky situation.	What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E.
2. To describe the different types of things that may influence a person to take a risk.	I can give examples of people or things that might influence me to take risks and make decisions.	Are they influenced by their friends in making decisions in school? Do they talk about what others do as opposed to what they decide to do? Do they have role models/people they look up to or celebrity idols?	2. To reflect on the consequences of not keeping personal information private and the risks of social media.	I can protect my personal information online. I can recognise disrespectful behaviour online.	Consider their behaviour amongst their friends. Are they respectful to others? Do they use appropriate language? What do they consider personal information?

3. To understand and explain the risks that cigarettes and alcohol can have on a person's body.	I can give reasons for why most people choose not to smoke, or drink too much alcohol.	Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions?	3. To explore categorisation of drugs, the risks associated with medicines.	I can identify the risks in a specific situation (including emotional risks).	
4. To understand that influences can be both positive and negative.	I can explain what might happen if people take unsafe or inappropriate risks.	What is their understanding of a positive influence? Are there any misconceptions?	4. To learn some key facts and information about drugs and medicines.	I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.	Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions?
5. To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.	I can identify images that are safe or unsafe to share online.	What do they know about consent? Do they practice consent in other ways? What is their prior knowledge of online safety and sharing image?	To recognise the features of face to face and online bullying and the strategies that deal with it.	I can support someone who is being bullied.	What is their understanding of bullying? Address misconceptions of the difference between bullying and teasing. What strategies do they already use when falling out with friends?

Y6		
Staying safe online Drugs: norms and risks (including the law) Emotional needs		
Learning Intentions	Skills	Assessment Questions
1. To explore the risks and legality of communicating and sharing online.	I can use safe, respectful and responsible behaviours and strategies when using social media.	Consider their prior knowledge of social media. Are they respectful and responsible amongst their peers? Are they aware of how social media can be used in positive and negative ways?

2. To describe and explain how easily images can be spread online.	I can give examples of how to safely share images online.	Could they give you an example of appropriate images to share online? What are their own feelings and opinions regarding social media?
3. To explain some of the laws, categories and uses of drugs (both medical and non-medical)	I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not.	Consider what experience they may already have around alcohol. What is their understanding and view of alcohol consumption and its place in society? What do they consider the interests/activity of young people? What prior knowledge do they have of the laws and risks of alcohol?
4. To understand the definition of an emotional need and how they can be met.	I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.	How do they protect their own emotional needs? Are they confident to ask for something to meet their needs? Do they understand the difference between 'needs' and 'wants'? How does their emotional needs affect their behaviour?
5. To explore and understand the terms 'conflicting emotions', responsibility and independence.	I can begin to make decisions independently and responsibly.	What independent skills do they have? Do they have any class or school responsibilities? Do they consider the needs of others? Can they manage their own needs and behaviours or do they need support in this?