

# Standens Barn Primary School

## Substance Misuse Policy



Document Title	<b>Substance Misuse Policy</b>
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### **1) 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>

### **2) Curriculum**

Standens Barn Primary School use SCARF for its PSHE curriculum across the whole school from reception to Year 6

The grid below shows specific medication, substance and alcohol education learning intentions for each year group in the 'Keeping Safe' theme of the PSHE curriculum:

PSHE Themes	F S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Keeping Safe</b> <b>RSE coverage:</b> <b>Families and people who care for me</b> <b>Caring friendships</b> <b>Respectful relationships</b> <b>Being safe</b>	To know and to talk about how to keep their bodies healthy and safe. To know and to name ways to stay safe around medicines. To know how to stay safe in their home, classroom and outside. To know age-appropriate ways to stay safe online. To know and be able to name adults in their community who keep them safe.	To know that the body gets energy from food, water and air (oxygen); To know and recognise that exercise and sleep are important parts of a healthy lifestyle. To know and recognise the importance of sleep in maintaining a healthy, balanced lifestyle; To know and identify simple bedtime routines that promote healthy sleep. To know and recognise emotions and physical feelings associated with feeling unsafe; To know and identify people who can help them when they feel unsafe. To know and recognise the range	To know and understand that medicines can sometimes make people feel better when they're ill To know and give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell To know and explain simple issues of safety and responsibility about medicines and their use. To know and be able to identify situations in which they would feel safe or unsafe To know and suggest ways of dealing with unsafe situations including who they could ask for help. To know and identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. To know and recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;	To know how to identify situations which are safe or unsafe; To know how to identify people who can help if a situation is unsafe; To know strategies for keeping safe. To know the words danger and risk and explain the difference between the two; To know strategies for dealing with a risky situation. To know risk factors in given situations; To know ways of reducing or managing those risks. To know some key risks from and effects of cigarettes and alcohol; To know that most people choose not to smoke cigarettes; To know the word 'drug' and understand that nicotine and alcohol are both drugs.	To know the terms 'danger', 'risk' and 'hazard' and explain the difference between them; To know situations which are either dangerous, risky or hazardous; To know simple strategies for managing risk. To know images that are safe/unsafe to share online; To know and explain strategies for safe online sharing; To know and explain the implications of sharing images online without consent. To know what is meant by the word 'dare'; To know from given scenarios which are dares and which are not; To know strategies for managing dares. To know that medicines are drugs; To know safety issues for medicine use;	To know what safe spaces are and what they feel like. To know what a network is and to identify 'safe' people that I can confide in. To know how to recognise my early warning signs in uncomfortable situations. To know the difference between bullying and cyberbullying. To know the similarities between bullying and cyberbullying. To know how different actions can change outcomes. To know how to write from a different point of view. To know how to find help if you are being pressured into something.	To know that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; To know and describe the ease with which something posted online can spread. To know strategies for keeping personal information safe online; To know safe behaviours when using communication technology. To know that it is illegal to create and share sexual images of children under 18 years old; To know the risks of sharing photos and films of themselves with other people directly or online; To know how to keep their information private online.

### 3) School Culture

Illegal and other unauthorised drugs and substances 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 are 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.

### 4) 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 and flows safeguarding procedures.

## **5) Support services and signposting**

Standens Barn 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/>

[Local Offer | West Northamptonshire Council](#)

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

## **6) Wider school community**

Standens Barn Primary School acknowledge the need for the wider school community to support in its efforts to tackle substance abuse.

### **Parents**

Standens Barn Primary School 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.