Bursar Primary Academy

Allergy Safety Policy

This policy is designed to be incorporated into to the school's wider medical conditions policy as required by the Supporting pupils in schools with medical conditions statutory guidance.

Approved by	**Local Governing Body**
Created	**May 2025**
Amended	**September 2026**
New Review Date	**September 2027**

Contents

1	Aim of this policy	1
2	Overriding principles	1
3	Inclusion	1
4	Definitions	1
5	Policy implementation	2
6	Identification that a pupil has an allergy	3
7	Identification of staff and visitors that have an allergy	3
8	Procedure following identification that a pupil has an allergy – see Annex 1	4
9	Records of pupils and staff with allergies	5
10	Individual healthcare plans (IHP) – see Annex 2	5
11	Allergy and Asthma Action Plans	7
12	Reviewing individual healthcare plans (IHP)	7
13	Allergen risk assessment	8
14	Staff training	9
15	Allergy awareness training	10
16	Prescribed adrenaline and spare adrenaline auto-injectors (AAIs)	11
17	Allergen management in catering and food provision	12
18	Emergency procedures - whole-school approach	13
19	Serious incidents and near misses	14
20	Support for the wellbeing of pupils with medical conditions and/or allergy	14
21	Visits and trips	15
22	Unacceptable practice	15
23	Information sharing.	16
24	Complaints	16
Annex 1	A flow chart for identifying and agreeing the support a child or young person needs and developing an Individual Healthcare Plan	17
Annex 2	DfE template: Individual Healthcare Plan for allergy	18
Annex 3	DfE templates	22

1 Aim of this policy

1.1 As proprietor of one or more schools, Humber Education Trust has a legal duty to ensure there is an allergy safety policy in place, which sets out the arrangements to reduce the risk for individuals coming into contact with their known allergens (e.g. food or contact allergens) and sets out emergency response plans. The board of Humber Education Trust has delegated this responsibility to the school.

1.2 The school has adopted this policy to set out the arrangements of its duty to ensure there is an allergy safety policy in place, which sets out the arrangements to reduce the risk for individuals coming into contact with their known allergens (e.g. food or contact allergens) and sets out emergency response plans.

2 Overriding principles

2.1 Children and young people with allergies are entitled to a full education. The school is committed to ensuring that pupils with allergies are properly supported in school so that they can play a full and active role in school life, remain healthy, and achieve their academic potential. We want all pupils, as far as possible, to access and enjoy the same opportunities at school as any other child. This will include actively supporting pupils with allergies to participate in school trips/visits and/or in sporting activities.

2.2 To ensure a rigorous approach to allergy safety and supporting pupils with medical conditions, all staff must cross-reference this policy with the supporting pupils with medical conditions policy whenever they are dealing with a pupil with an allergy.

3 Inclusion

3.1 Some pupils with an allergy will have a disability as defined by the Equality Act 2010 and the school will comply with those duties in the implementation of this policy and in all decisions made about individual pupils with allergies.

3.2 This policy sets out policies and procedures to ensure proactive steps are taken to meet the needs of children with allergies, and that they feel safe and included.

4 Definitions

4.1 **Allergy** is a medical condition in which the body's immune system has an abnormal reaction to normally harmless substances such as food, insect stings, contact allergens, and airborne allergens. Allergic reactions can range in severity from mild symptoms (such as a rash or runny nose) to anaphylaxis, which is a severe and potentially life-threatening reaction.

4.1.1 Common allergic conditions include:

(i) Hay Fever (Allergic Rhinitis).

(ii) Skin allergies (e.g. eczema, contact dermatitis, contact urticaria/hives).

(iii) Food allergy.

(iv) Asthma.

4.1.2 Less common allergic conditions include:

(i) Allergy to insect stings.

(ii) Allergy to medicines.

4.2 **Anaphylaxis** is a potentially fatal reaction affecting the Airway/Breathing/Circulation ("ABC"). Many individuals with allergies to food or insect stings are at risk of anaphylaxis.

4.3 **Asthma** is a lung disease caused by inflammation and tightening of the airways, it is frequently associated with allergy and anaphylaxis, because exposure to allergens can provoke an asthma attack, a potentially life-threatening condition.

4.4 **Intolerance** to foods or an ingredient that the body is unable to digest is different to allergy and does not cause a serious allergic reaction. It can cause long term health problems if not avoided. Common food intolerances include lactose and gluten. Coeliac disease is intolerance to gluten, found in rye, barley, and wheat.

5 Policy implementation

5.1 This policy is published on the school's website and is available in hard copy on request from the school office.

5.2 The persons with overall responsibility for the successful administering and implementation of this policy are Kate Finney (Headteacher) and Charlotte Dierking (SENCO).

5.3 Charlotte Dierking (SENCO) and Kate Finney (Headteacher) have overall responsibility for this policy, including driving the implementation of the policy and ensuring:

- Sufficient staff are suitably trained to meet the known allergies of pupils at the school.
- Induction training.
- All relevant staff are made aware of the pupil's allergies and supply teachers are properly briefed.
- Cover arrangements are in place to cover staff absences/turnover to ensure that someone is always available and on site.
- Risk assessments for school visits, holidays, and other school activities outside of the normal timetable are completed, including allergen risk assessments.

- Individual healthcare plans (IHPs) are prepared where appropriate and are monitored. IHPs have Allergy Action Plans attached where they have been provided by healthcare professionals.

- Annual review of this policy, in addition to where this policy is reviewed following an incident or near miss.

6 Identification that a pupil has an allergy

6.1 Ordinarily, the pupil's parent/carer will notify the school that their child has an allergy. Parents/carers should ideally provide this information in writing addressed to *Charlotte Dierking (SENCO) or Danielle Melhuish (Emotional Wellbeing, Behaviour & Attendance Officer)* including whether they carry any medication (e.g. an adrenaline autoinjector (AAI) device or asthma reliever inhaler). However, they may sometimes pass this information on to a class teacher or another member of staff, including main the main office. Any staff member receiving notification that a pupil has an allergy should notify *Charlotte Dierking (SENCO) or Danielle Melhuish (Emotional Wellbeing, Behaviour & Attendance Officer)* as soon as practicable – information to be logged via CPOMs and subsequently Arbor/ Medical Tracker.

6.2 A pupil may disclose themselves that they have an allergy. The staff member to whom the disclosure is made should notify *Charlotte Dierking (SENCO) or Danielle Melhuish (Emotional Wellbeing, Behaviour & Attendance Officer)* as soon as practicable.

6.3 Notification may also be received directly from the pupil's healthcare provider or from a school from which a child may be joining the school. The school may also instigate the procedure themselves where the pupil is returning to the school after a long-term absence.

6.4 Where a child is starting school, or is new to the school, *Charlotte Dierking (SENCO) or Danielle Melhuish (Emotional Wellbeing, Behaviour & Attendance Officer)* or someone designated by them will make enquiries in advance of the child starting, including seeking information from any previous school and parents (or young person themselves if appropriate), to ensure that appropriate support is in place from the first day of attendance.

6.5 Where a child is moving to a new school from the school, their IHP and/or Allergy Action Plan should be shared by the previous school (*Charlotte Dierking (SENCO) or Danielle Melhuish (Emotional Wellbeing, Behaviour & Attendance Officer))* or someone designated by them, as part of the transition.

6.6 The school will ask parents to inform them as soon as reasonably practicable when their child is diagnosed with a new allergy to ensure that appropriate support is in place.

7 Identification of staff and visitors that have an allergy

7.1 All staff members will be asked to notify the school in writing if they have an allergy, including whether they carry any medication (e.g. an adrenaline autoinjector (AAI) device or asthma reliever inhaler).

7.2 Wherever possible, information on allergy should be sought in advance from visitors ahead of their visit, especially if they are likely to be served food.

7.3 The school should consider on a case-by-case basis at what point it seeks information from staff and visitors regarding allergy and at what point it provides information about allergy to visitors, especially if they are likely to be served food.

7.4 Staff members and visitors will ordinarily manage the condition/allergy themselves without any support or monitoring from the school. If the visitor is a child, their parent will ordinarily manage their child's condition/allergy themselves without any support or monitoring from the school.

7.5 Where appropriate the school will consider whether it should revise external booking documents, contracts for third party use of the site and/or contracts with third parties providing services to reflect the provisions of this section.

7.6 Emergency response procedures will apply to all individuals on the school site.

8 Procedure following identification that a pupil has an allergy – see Annex 1

8.1 Except in exceptional circumstances where the pupil does not wish their parent/carer to know about their allergy, the pupil's parents/carers will be contacted by *Charlotte Dierking (SENCO) or Danielle Melhuish (Emotional Wellbeing, Behaviour & Attendance Officer)* or someone designated by them as soon as practicable to discuss what, if any, arrangements need to be put into place to support the pupil. Every effort will be made to encourage the child to involve their parents while respecting their right to confidentiality. If a decision is made not to inform a parent/carer then the reasons for this should be documented and the decision should be reviewed by a senior member of staff.

8.2 Unless the allergy is short-term and relatively straightforward (e.g., the pupil can manage the condition/allergy themselves without any support or monitoring), a meeting will normally be held to:

- Discuss the pupil's support needs.
- Identify a member of school staff who will provide support to the pupil where appropriate.
- Determine whether an individual healthcare plan (IHP) is needed and, if so, what information it should contain.

8.3 Where possible, the pupil will be enabled and encouraged to attend the meeting and speak on their own behalf, taking into account the pupil's age and understanding. Where

this is not appropriate, the pupil will be given the opportunity to feed in their views by other means, such as setting their views out in writing.

8.4 The healthcare professional(s) with responsibility for the pupil may be invited to the meeting or be asked to prepare written evidence about the pupil's allergy for consideration. Where possible, their advice will be sought on the need for, and the contents of an IHP.

8.5 In cases where a pupil's allergy is unclear, or where there is a difference of opinion, *Charlotte Dierking (SENCO) or Danielle Melhuish (Emotional Wellbeing, Behaviour & Attendance Officer), supported by Kate Finney (Headteacher) where necessary,* will exercise their professional judgement, based on the available evidence, to determine whether an IHP is needed and/or what support to provide.

8.6 For children joining the school at the start of the school year, any support arrangements will be made in time for the start of the school term, where possible. In other cases, such as a new diagnosis, a newly identified allergy or a child moving to the school mid-term, every effort will be made to ensure that any support arrangements are put in place within two weeks.

8.7 Where the school becomes aware that a pupil has a severe allergy, it will treat this as a priority matter and ensure that an allergy action plan and any associated risk management measures are put in place without delay.

9 Records of pupils and staff with allergies

9.1 The school will keep a list of all pupils and staff with an allergy, an up-to-date photo, what medication they are prescribed, (e.g. AAI) and whether the pupil has an IHP and an Allergy Action Plan.

9.2 The school will keep a list of pupils and staff with known allergy (including an up-to-date photo and lists of their known allergen) in places where food may be served or handled (including food technology, science, craft, and art classrooms).

9.3 Such lists will be kept in areas accessible to staff only.

10 Individual healthcare plans (IHP) – see Annex 2

10.1 Children and young people should have an individual healthcare plan (IHP) if:

10.1.1 They have an allergy which has a functional impact on them in their school, college or setting.

10.1.2 They are at risk of harm as a result of their allergy; and

10.1.3 They require arrangements which are additional to, or different from those made generally.

10.2 Where it is decided that an IHP should be developed for the pupil, this shall be developed in partnership between the school, the pupil's parents/carers, the pupil, and

the relevant healthcare professional(s) who can best advise on the particular needs of the pupil; this may include the school nursing service. The local authority will also be asked to contribute where the pupil accesses home-to-school transport, to ensure that the authority's own transport healthcare plans are consistent with the IHP.

10.3 The aim of the IHP is to capture the steps which the school needs to take to help the pupil to manage their condition and/or allergy and overcome any potential barriers to getting the most from their education. It will be developed with the pupil's best interests in mind. In preparing the IHP, the school will need to assess and manage the risk to the pupil's education, health and social wellbeing, and to minimise disruption.

10.4 IHPs may include:

- Details of the medical condition, allergy, its triggers, signs, symptoms, and treatments.
- The pupil's resulting needs, including medication (dose, side-effects, and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, and dietary requirements. Also, environmental issues, e.g. crowded corridors, or travel time between lessons.
- Specific support for the pupil's educational, social, and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods, or additional support in catching up with lessons, or counselling sessions.
- The level of support needed (some children will be able to take responsibility for their own health needs), including in emergencies; if a pupil is self-managing their medication, this will be clearly stated with appropriate arrangements for monitoring.
- Who will provide this support, their training needs, expectations of their role, and confirmation of proficiency to provide support for the pupil's medical condition from a healthcare professional, and cover arrangements for when they are unavailable.
- Who in the school needs to be aware of the pupil's condition/allergy and the support required.
- Arrangements for written permission from parents/carers for medication to be administered by a member of staff or self-administered by the pupil during school hours. This is via Medical Tracker; *overseen by Jackie Blow (Admin Assistant).*
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the pupil can participate, e.g., risk assessments.
- Where confidentiality issues are raised by the parent/pupil, the designated individuals to be entrusted with information about the pupil's condition/allergy and this should be identified within the plan.

- What to do in an emergency, including whom to contact and contingency arrangements; some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their IHP.

10.5 The IHP will also clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures. Other pupils in the school should know what to do in general terms, such as informing a teacher immediately if they think help is needed. If a pupil (regardless of whether they have an IHP) needs to be taken to hospital, staff will stay with the pupil until the parent/carer arrives, or accompany a pupil taken to hospital by ambulance.

10.6 Except in exceptional circumstances or where the healthcare provider deems that they are better placed to do so, the school will take the lead in writing the plan and ensuring that it is finalised and implemented.

10.7 A pupil has an Allergy Action Plan and/or Asthma Action Plan issued by a healthcare professional, the IHP should attach it. All Action Plans will record whether the pupil is prescribed adrenaline. Whenever an updated Action Plan becomes available, the IHP should be reviewed to incorporate it.

10.8 Where a pupil is returning to the school following a period of hospital education or alternative provision (including home tuition), the school will work with the local authority and education provider to ensure that the IHP identifies the support the pupil will need to reintegrate effectively.

10.9 Where the pupil has a special educational need identified in an Education Health and Care Plan (EHCP), the IHP will be linked to, or become part of that EHCP.

11 Allergy and Asthma Action Plans

11.1 Pupils with a known allergy to food or insect stings should be issued with an appropriate Allergy Action Pan by their healthcare professional. These are medical documents designed to facilitate emergency response including in the case of anaphylaxis and an asthma attack.

11.2 The relevant healthcare professional is responsible for the content of Allergy and Asthma Action Plans. Whenever an updated Allergy and/or Asthma Action Plan becomes available, the pupil's IHP should be reviewed and incorporate it.

11.3 The pupil's IHP should attach the pupil's Allergy and/or Asthma Action Plan(s).

12 Reviewing individual healthcare plans (IHP)

12.1 Every IHP shall be reviewed at least annually. *Charlotte Dierking (SENCO) or Danielle Melhuish (Emotional Wellbeing, Behaviour & Attendance Officer)*, *supported by Kate Finney (Headteacher),* (or someone designated by them) shall, as soon as practicable, contact the pupil's parents/carers and the relevant healthcare provider, to ascertain whether the current IHP is still needed or needs to be changed. If the school receives

notification that the pupil's needs have changed, a review of the IHP will be undertaken as soon as practicable.

12.2 Where practicable, staff who provide support to the pupil with the medical condition shall be included in any meetings where the pupil's condition/allergy is discussed.

13 Allergen risk assessment

13.1 In order to minimise the risk of individuals (whether pupils, staff or visitors, the school will carry out an allergen risk assessment of the school environment, including:

13.1.1 Food and catering arrangements.

13.1.2 Classrooms and other learning environments (e.g., art rooms, science laboratories, food technology rooms).

13.1.3 Communal areas (e.g., canteen, dining hall, common rooms).

13.1.4 Outdoor areas (e.g., playing fields, nature areas).

13.1.5 Activities and events where food is present on school site (e.g., school fairs, celebrations).

13.1.6 Activities where other allergens are present on school site, e.g. animals.

13.1.7 A separate and specific risk assessment to manage the risk of exposure to allergens on external visits or trips.

13.2 The allergen risk assessment will be carried out by the *Headteacher (Kate Finney) and/ or SENCO (Charlotte Dierking)* in conjunction with relevant staff (including catering staff) and, where available, the school nursing service. The assessment will be reviewed at least annually and whenever there is a significant change to the school environment or catering arrangements.

13.3 The allergen risk assessment will identify:

13.3.1 Allergens present in the school environment, including airborne or through contact.

13.3.2 Pupils at risk of an allergic reaction.

13.3.3 Other individuals, specifically staff and visitors at risk of an allergic reaction, if known.

13.3.4 Measures to reduce the risk of exposure to allergens.

13.3.5 Procedures to follow if a pupil has an allergic reaction.

13.4 Where the risk assessment identifies a risk, the school will take proportionate steps to manage that risk. This may include, for example, designated allergen-free zones, allergen-free options in the canteen, measures to identify children with allergy and measures to prevent cross-contamination.

14 Staff training

14.1 *Kate Finney (Headteacher)*, *Maxine Call (School Business Manager) and Charlotte Dierking (SENCO)* are responsible for:

- Ensuring that all staff scheduled to be on site (including permanent, new and temporary staff, regular volunteers, and any person responsible for before-school provision, free breakfast clubs or after-school clubs, peripatetic workers and agency workers) are aware of this allergy safety policy, trained in allergy awareness and emergency response and understand their role in its implementation at least annually. (This is not intended to include contractors carrying out work with no pupil facing role e.g. builders.)

- Working with the school nursing service, relevant healthcare professionals, and other external agencies to identify staff training requirements and commission training required.

- Ensuring that there are sufficient numbers of trained staff available to implement the policy and deliver against all IHPs and allergy actions plans, including any specific training needs required by an IHP and in contingency and emergency situations.

14.2 In addition, all members of school staff will know what to do and respond accordingly when they become aware that a pupil or any individual needs help.

14.3 Where specific conditions require specialist training, including but not limited to the use of adrenaline auto-injectors (AAIs), the management of anaphylaxis, the use of blood glucose monitors or insulin pumps, the management of epileptic seizures, and the management of asthma attacks, *Charlotte Dierking (SENCO)* will ensure that sufficient staff receive that training from an appropriately qualified healthcare professional, and that competency is confirmed before a member of staff is asked to provide support.

14.4 Allergy awareness training will be provided to all staff. This will cover the nature and prevalence of food and other allergies, the signs and symptoms of allergic reactions and anaphylaxis, how to use an AAI, and the steps to follow in an emergency. This is via IHASCO.

14.5 A record of all staff training shall be maintained (see template at Annex 3). Training will be refreshed at regular intervals and whenever there is a significant change to the conditions affecting pupils at the school.

14.6 Training will be delivered annually unless healthcare professionals involved in an individual's care advise otherwise and should be sufficient to ensure staff are competent and have confidence in their ability to support pupils and individuals with allergies, and to fulfil the requirements as set out in relevant IHPs and/or Allergy Action Plans.

14.7 Induction arrangements for new staff will include training on this allergy safety policy, allergy awareness, and emergency response.

14.8 Cover staff will be briefed on any allergies within the class they are covering/ be asked whether they have any allergies of their own that the school needs to be aware of – *this will be on entry to the school.*

14.9 The school has in place appropriate levels of insurance regarding staff providing support to pupils with medical conditions, including the administration of medication. Copies of the school's insurance policies can be made accessible to staff as required.

15 Allergy awareness training

15.1 Allergy awareness training should ensure all staff:

15.1.1 Have an awareness of allergy, the risks it poses, how allergic reactions can occur and how to manage it.

15.1.2 Understand that allergy includes multiple conditions (food allergy, asthma, eczema, hay fever, others), which can co-exist.

15.1.3 Understand the difference between food allergy, coeliac disease, and food intolerance.

15.1.4 Know where to find information on allergy triggers.

15.1.5 Can identify the range of symptoms of allergic reactions.

15.1.6 Understand and can recognise anaphylaxis.

15.1.7 Know how to respond in an emergency, including:

(i) Calling emergency services and informing parents.

(ii) How to locate and administer emergency medication (adrenaline for anaphylaxis, asthma reliever inhaler for an asthma attack).

(iii) Training on how to use the medication/device in an emergency (whether prescribed to a given person or a school's "spare" adrenaline devices).

15.1.8 Understand the impact allergy can have on a child or young person's wellbeing.

15.1.9 Understand the school, college, or setting's allergy safety policy.

15.1.10 Know how to check whether an individual is on the record of those with known allergy and how to use an Allergy or Asthma Action Plan.

15.1.11 Understand their responsibilities in reducing the risk of individuals with known allergy coming into contact with their known allergens.

15.1.12 Understand how to report an allergic reaction or case of anaphylaxis (whether an incident or a "near miss").

15.2 Training under this guidance should be understood as allergy awareness and emergency response training. It should not be read as replacing any separate clinical governance, competency, or delegation arrangements that may be needed where a child or young person requires individual healthcare support beyond school-level allergy safety arrangements.

15.3 Raising allergy awareness with pupils will be carefully considered and managed in an age-appropriate way.

16 Prescribed adrenaline and spare adrenaline auto-injectors (AAIs)

16.1 All AAIs will be stored at room temperature and not locked away or kept in any location where access is restricted.

16.2 All AAIs will be stored *in the Medical Room on the top corridor.*

16.3 Pupils who are prescribed adrenaline will have rapid access to their devices at all times. All pupils will normally be expected to carry them in their school bag or keep them in an accessible place in the classroom/ learning space they are working in should they be moving around the school.

16.4 Arrangements for pupils' inhalers and adrenaline auto-injectors when travelling to and from school will be determined through individual risk assessment and the pupil's healthcare plan. Consideration will be given to the pupil's age, ability to self-manage, method of travel and the availability of medication at home. Pupils at risk should have prompt access to their prescribed medication during the journey to and from school where appropriate.

16.5 The school will audit the date of AAIs/ inhalers regular through half-termly safeguarding monitoring tasks.

16.6 The school will hold spare adrenaline auto-injectors (AAIs) for use in an emergency where a pupil is known to be at risk of anaphylaxis.

16.7 The school will maintain a supply of spare, clearly labelled AAIs for use in an emergency. Spare AAIs may be used where:

16.7.1 A pupil at the school has been prescribed an AAI and is known to be at risk of anaphylaxis.

16.7.2 The pupil's own AAI is not available (e.g., because it has been used, is out of reach, has expired, or has been lost).

16.7.3 The pupil or other individual has had, or is judged to be having, an anaphylactic reaction.

16.8 Spare AAIs held by the school are for emergency use only and are not a substitute for a pupil's own prescribed AAI. Parents/carers are still required to provide the school with their child's in-date, personally prescribed AAI.

16.9 Spare AAIs will be stored in a clearly marked, accessible, and safe location known to all relevant staff. They will be contained in an *'Emergency Anaphylaxis Kit'* clearly marked as such, and separate to the first aid kit. They will be checked regularly to ensure that they are in date and functional and replaced as required. This will also include any emergency asthma reliever inhaler and spacers, and instructions for use of all equipment.

16.10 All AAIs and instructions for use will be stored in pairs and the school will have two pairs of AAIs on site/ will have pairs of two dosage child/ adult for all school ages.

16.10.1 Schools will need to stock "spare" AAIs of the correct dosage for their pupils. This means that most schools will need to obtain two pairs of "spare" AAIs:

School type	**AAIs for children under age 6 years** (150 micrograms) e.g Epipen, Junior, Jext 150	**AAIs for children over age 6 years** (300 micrograms) e.g Epipen, Junior, Jext 150
Primary	One pair of "spare" AAIs	One pair of "spare" AAIs
Special	One pair of "spare" AAIs	One pair of "spare" AAIs

16.11 All staff will receive training in the recognition of anaphylaxis and in the correct use of AAIs. This will include training that in the event of an anaphylaxis, adrenaline should be administered as soon as possible and within five minutes.

16.12 Following any use of a spare AAI, *Charlotte Dierking (SENCO)* will ensure that a replacement is obtained promptly and that a record of the use is made.

17 Allergen management in catering and food provision

17.1 The school recognises that the management of allergens in food provision is a critical safety issue for pupils (and staff and visitors) with food allergies.

17.2 The school (or its catering contractor) will:

17.2.1 Ensure that allergen information for all food and drink provided to pupils, staff, and visitors is available and clearly communicated.

17.2.2 Ensure that staff involved in food preparation and service are trained in allergen awareness and the prevention of cross-contamination.

17.2.3 Ensure that allergen-free options are available for pupils, staff, and visitors with known food allergies, as reflected in the allergen risk assessment.

17.2.4 Ensure that catering contractors are made aware of pupils, staff, and visitors with known food allergies, and take appropriate steps to manage the risk.

17.3 The school will use at least two robust methods of identifying pupils with known allergies at mealtimes.

17.4 The school will ensure that food served at school events, including fairs, celebrations, parties, and school trips, is managed in a manner that takes into account pupils, staff, and visitors with known food allergies. Where the school cannot control the allergen content of food served at an event, appropriate measures will be taken to ensure that affected pupils and individuals are kept safe, including consideration of what information is provided regarding allergens.

17.5 *Maxine Call (School Business Manager)* will liaise with the catering manager or contractor on allergen management and will ensure that any relevant information from a pupil's IHP or Allergy Action Plan is shared with catering staff on a need-to-know basis, in compliance with data protection requirements.

18 Emergency procedures - whole-school approach

18.1 Nothing in this policy prevents any person taking reasonable action in good faith to save a child or young person’s life if they experience a life-threatening medical emergency.

18.2 The school adopts a whole-school approach to emergency preparedness in relation to allergies. This means that all staff, not just those directly named in a pupil's IHP or Allergy Action Plan, are equipped to respond appropriately in an emergency.

18.3 *Kate Finney (Headteacher) and Charlotte Dierking (SENCO)* will ensure that:

18.3.1 Emergency procedures for the most common or highest-risk conditions affecting pupils at the school (including anaphylaxis, severe asthma attacks, hypoglycaemic episodes, and epileptic seizures) are clearly documented and accessible to all staff.

18.3.2 All staff are trained on what to do if they encounter a pupil in a medical emergency, an anaphylactic reaction, or acute asthma.

18.3.3 Regular training and scenario-based exercises are carried out with staff to ensure preparedness, particularly in relation to anaphylaxis and other life-threatening conditions.

18.3.4 Spare emergency medication (including spare AAIs) is stored in an accessible, clearly marked location known to all staff.

18.3.5 The location of emergency medication and the school's emergency procedures are included in the induction of all new staff.

18.4 General emergency procedures (including calling 999 and first aid) are set out in template at Annex 3.

18.5 If a pupil, regardless of whether they have an IHP or Allergy Action Plan, needs urgent medical attention, staff will:

18.5.1 Call 999 immediately where there is any doubt about the seriousness of the situation.

18.5.2 Administer any emergency medication in accordance with the pupil's IHP/Allergy Action Plan (or, in the absence of a plan, their best judgement).

18.5.3 Stay with the pupil until emergency services or a parent/carer arrives.

18.5.4 Notify the pupil's parent/carer as soon as practicable.

18.5.5 Complete a record of the incident.

19 Serious incidents and near misses

19.1 The school recognises that however effective its policies and procedures are in relation to pupils, staff and visitors with medical conditions and/or allergies, they can never completely remove the risk of a serious incident happening.

19.2 Serious incidents and ‘near misses’ will be treated seriously and in accordance with the school’s health and safety policies and procedures.

20 Support for the wellbeing of pupils with medical conditions and/or allergy

20.1 Measures the school will take to support the wellbeing of pupils with medical conditions and/or allergies, and allergy awareness may include:

20.1.1 The school will involve the pupil’s parents and, where appropriate, the pupil themselves in developing and reviewing their IHP.

20.1.2 The school will ensure proactive communication to the school community about allergy, ongoing awareness, and severity of risk.

20.1.3 The school will proactively engage with new joiners, for example by offering a tour of the canteen.

20.1.4 The school will introduce ‘allergy champion’ roles as a point of contact for pupils.

20.1.5 The school will ensure regular communication with members of the school community about medical conditions, allergies, and the awareness and appreciation of ongoing risks.

20.1.6 The school will address and respond to any bullying related to medical conditions and/or allergy under its anti-bullying policy.

20.1.7 The school will consider any appropriate support to the pupil and their parent/carer following any serious incident.

21 Visits and trips

21.1 A separate and specific risk assessment to manage the risk of exposure to allergens on external visits or trips will be undertaken by the school before every visit or trip.

21.2 Each specific risk assessment will assess every individual pupil, staff member, or volunteer need on the trip who has an allergy.

21.3 Every pupil, member of staff or volunteer with an AAI and/or asthma reliever inhaler will be required to take an in-date device with them on the trip.

21.3.1 The arrangements for the storage of pupils' AAI and asthma reliever inhaler will be set out on *the Event Specific Notes for the visit (via Evolve).*

21.3.2 All members of staff and volunteers will be expected to store and carry their own devices.

21.4 The school may wish to consider whether it may be appropriate, under some circumstances, to take "spare" adrenaline devices in case of emergency use on some trips. However, this should not cause a lack of "spare" adrenaline devices on the school premises.

21.5 All staff on the trip will be trained in how to administer adrenaline in an emergency.

22 Unacceptable practice

Although *Kate Finney (Headteacher), Charlotte Dierking (SENCO) and Danielle Meluish (Emotional Wellbeing, Behaviour & Attendance Officer)* and other school staff should use their discretion and judge each case on its merits with reference to the pupil's IHP, it will not be generally acceptable practice to:

- Prevent children from easily accessing their medication, AAIs or inhalers and administering their medication when and where necessary.
- Assume that every pupil with the same condition requires the same treatment.
- Ignore the views of the pupil or their parents/carers or ignore medical evidence or opinion (although this may be challenged).
- Send children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their IHP.
- If the pupil becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable. In the case of an allergic emergency (anaphylaxis) help must come to the pupil, not the other way around.

- Penalise children for their attendance record if their absences are related to their medical condition, e.g., hospital appointments.
- Prevent pupils from drinking, eating, or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively.
- Require parents/carers or otherwise make them feel obliged to attend school to administer medication or provide medical support to their child no parent/carer should have to give up working because the school is failing to support their child's medical needs.
- Prevent children from participating or create unnecessary barriers to children participating in any aspect of school life, including school trips, e.g., by requiring parents/carers to accompany the child.

23 **Information sharing.**

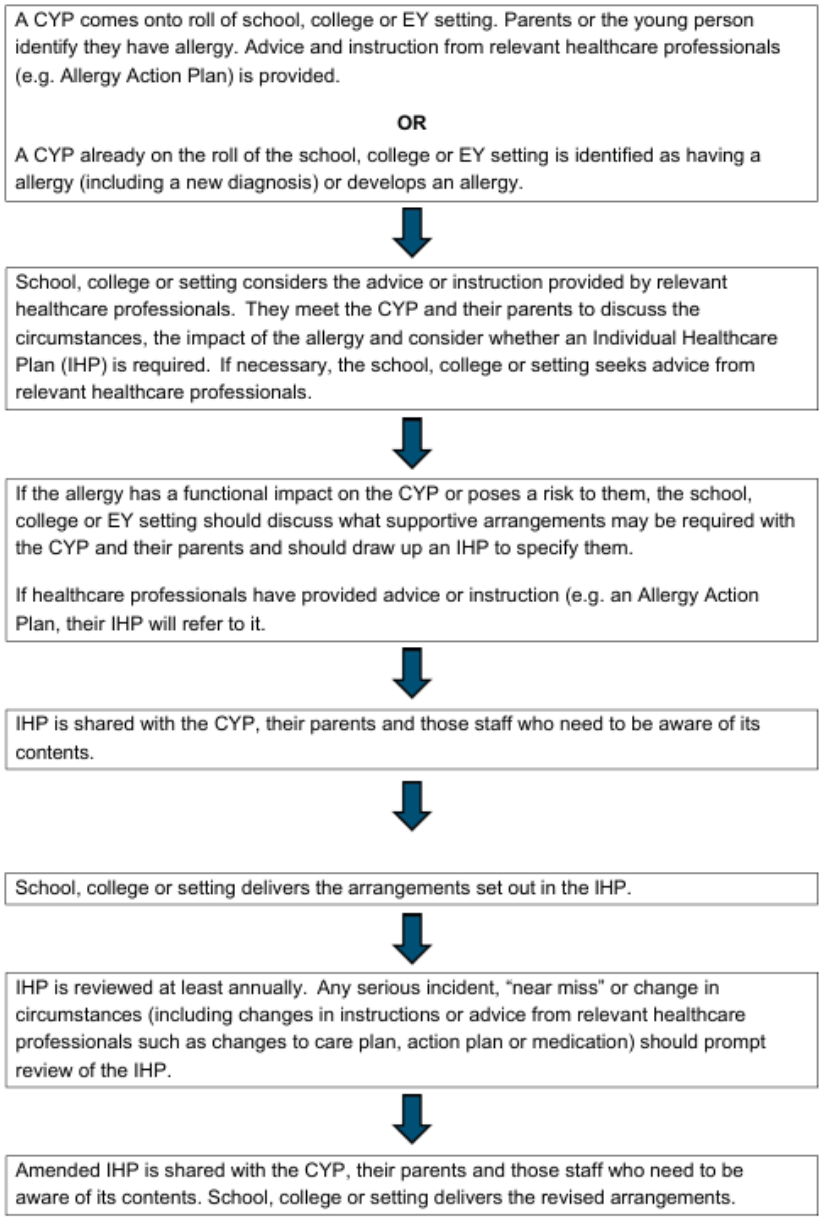
23.1 A pupil's health information (including allergy) is considered special category data. The school has a lawful basis to hold, use, and share a child or young person's special category health data. The school will need to hold, use, and share this information in order to ensure the pupil receives the support they need to stay safe and be included in education.

23.2 All individual pupil health data will be stored and processed in accordance with the school's student privacy notice.

24 **Complaints**

Complaints regarding this policy or the support provided to pupils with medical conditions should be raised under the school's usual complaints procedure.

Annex 1 A flow chart for identifying and agreeing the support a child or young person needs and developing an Individual Healthcare Plan



Annex 2 DfE template: Individual Healthcare Plan for allergy

NAME – Individual Healthcare Plan for allergy	
Date of birth:	Current photo
Year / class:	
Emergency contacts:	
Staff who need to be aware:	
Allergy: *Note what allergy the child or young person has.* *Note any known allergens.* *Note whether the child or young person is likely to be aware that they are having an allergic reaction and whether they can alert others.*	
How the allergy is managed: *Note any care or action plans or prescribed medication issued by healthcare professionals.* *If the allergy can be partly or wholly managed by practical adjustments (for example avoidance of known allergens), note them here.* *Note the extent to which the child or young person is able to take responsibility for managing their allergy.*	
Impact on education: *Indicate the potential harm which might come to the child or young person if their allergy is not managed properly.* *Indicate how the allergy may impact on the child or young person's learning.* *Indicate how the allergy may impact on the child or young person's emotional wellbeing.* *If relevant, note any interaction between allergy and SEN.*	
Arrangements for support: *Give details of the specific support or adaptations which the school, college or early years setting will put in place, within its educational remit.* *Outline measures to reduce the risk of contact with known allergens.* *Give details of the specific support or adaptations to manage food allergy at meal and snack times.* *Note arrangements for maintaining educational progress where absence or missed learning occurs due to allergy.*	

Visits and trips: *Give details of any arrangements or procedures which may be required for school trips or other activities outside of the normal timetable that will ensure the child can participate.* *Note any requirement for a risk assessment and prompts for specific issues which should be considered.*	
Emergency response: *Where an Action Plan issued by a healthcare professional covers emergency response, refer to it and ensure it is attached.* *Otherwise summarise the signs or symptoms which would indicate an emergency.* *Set out what to do in an emergency, including whom to contact.* *If relevant, note where "spare" adrenaline devices are located.*	
Last discussed with parents:	**Date**
Issued by:	**Date**:
Next planned review:	**Date**:

NAME – Individual Healthcare Plan for allergy Annex: Medication needed while in school / college / setting	
Non-prescription medication: *Record any non-prescription medication (e.g. oral antihistamines) which the child or young person may require to manage their allergy in the education setting* *Note whether it is emergency medication; where the medication is stored; and how and when the child or young person may need access* *Note whether parental consent has been given for the allergy medication to be administered, and the date of consent.*	
Parental consent:	**Date**:
Prescription medication: *Record any prescription medication for allergy prescribed by a healthcare professional (e.g. adrenaline).* *Note whether it is emergency medication; where the medication is stored; and how and when the child or young person may need access.* *Note whether parental consent has been given for the allergy medication to be administered, and the date of consent.*	
Prescribed by:	**Date**:
Parental consent:	**Date**:
Use of "spare" adrenaline devices: *Note whether parental consent has been given to administer adrenaline (e.g. using "spare" adrenaline devices) in an emergency.*	
Parental consent:	**Date**:
Use of "spare" salbutamol inhaler: *If relevant (i.e. the child or young person is prescribed an asthma reliever inhaler), note whether consent has been given to use a "spare" salbutamol reliever inhaler.*	
Parental consent:	**Date**:

NAME – Individual Healthcare Plan for allergy Annex: Care or Action Plans issued by healthcare professionals	
Allergy / Asthma Action Plan: *Attach any Action Plan to the IHP for use in an emergency.* *Note which healthcare professional issued the plan, their role and the date issued.*	
Issued by:	**Date**:
Care Plan: *Note where any relevant care plan can be found.* *Note what staff are responsible for delivering / supporting delivery of the care plan.* *Note which healthcare professional issued the plan, their role and the date issued.*	
Date:	**Date**:

Annex 3 DfE templates

(Supporting pupils at school with medical conditions)

Supporting pupils with medical conditions

May 2014

Introduction

In response to requests from stakeholders during discussions about the development of the statutory guidance for supporting pupils with medical conditions, we have prepared the following templates. They are provided as an aid to schools, and their use is entirely voluntary. Schools are free to adapt them as they wish to meet local needs, to design their own templates, or to use templates from another source.

Template B: Parental agreement for setting to administer medicine

The school/setting will not give your child medicine unless you complete and sign this form, and the school or setting has a policy that the staff can administer medicine.

Date for review to be initiated by	
Name of school/setting	
Name of child	
Date of birth	
Group/class/form	
Medical condition or illness	

Medicine

Name/type of medicine *(as described on the container)*	
Expiry date	
Dosage and method	
Timing	
Special precautions/other instructions	
Are there any side effects that the school/setting needs to know about?	
Self-administration – y/n	
Procedures to take in an emergency	

NB: Medicines must be in the original container as dispensed by the pharmacy.

Contact details

Name	
Daytime telephone no.	
Relationship to child	
Address	
I understand that I must deliver the medicine personally to	[agreed member of staff]

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school/setting staff administering medicine in accordance with the school/setting policy. I will inform the school/setting immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Signature(s) _____ Date _____

Template C: Record of medicine administered to an individual child

Name of school/setting	
Name of child	
Date medicine provided by parent	
Group/class/form	
Quantity received	
Name and strength of medicine	
Expiry date	
Quantity returned	
Dose and frequency of medicine	

Staff signature _____

Signature of parent _____

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

C: Record of medicine administered to an individual child (Continued)

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

Template D: Record of medicine administered to all children

Name of school/setting

Date	Child's name	Time	Name of	Dose given	Any reactions	Signature	Print name

Template E: Staff training record – administration of medicines

Name of school/setting	
Name	
Type of training received	
Date of training completed	
Training provided by	
Profession and title	

I confirm that [name of member of staff] has received the training detailed above and is competent to carry out any necessary treatment. I recommend that the training is updated [name of member of staff].

Trainer's signature _____

Date _____

I confirm that I have received the training detailed above.

Staff signature _____

Date _____

Suggested review date _____

Template F: Contacting emergency services

Request an ambulance - dial 999, ask for an ambulance and be ready with the information below.

Speak clearly and slowly and be ready to repeat information if asked.

1. Your telephone number.
2. Your name.
3. Your location as follows [insert school/setting address].
4. State what the postcode is – please note that postcodes for satellite navigation systems may differ from the postal code.
5. Provide the exact location of the patient within the school setting.
6. Provide the name of the child and a brief description of their symptoms.
7. Inform Ambulance Control of the best entrance to use and state that the crew will be met and taken to the patient.
8. Put a completed copy of this form by the phone.

Template G: Model letter inviting parents to contribute to individual healthcare plan development

Dear Parent

DEVELOPING AN INDIVIDUAL HEALTHCARE PLAN FOR YOUR CHILD

Thank you for informing us of your child's medical condition. I enclose a copy of the school's policy for supporting pupils at school with medical conditions for your information.

A central requirement of the policy is for an individual healthcare plan to be prepared, setting out what support the pupil needs and how this will be provided. Individual healthcare plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on your child's case. The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when, and by whom. Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. We will need to make judgements about how your child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

A meeting to start the process of developing your child's individual health care plan has been scheduled for xx/xx/xx. I hope that this is convenient for you and would be grateful if you could confirm whether you are able to attend. The meeting will involve [the following people]. Please let us know if you would like us to invite another medical practitioner, healthcare professional or specialist, and provide any other evidence you would like us to consider at the meeting as soon as possible.

If you are unable to attend, it would be helpful if you could complete the attached individual healthcare plan template and return it, together with any relevant evidence, for consideration at the meeting. I [or another member of staff involved in plan development or pupil support] would be happy for you contact me [them] by email or to speak by phone if this would be helpful.

Yours sincerely