

# Springbank Academy



## Character Education Values

Courtesy-Forgiveness-Determination-Self-Discipline-Gratitude-Honesty

Our whole school vision is:

Springbank Academy is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

**Caring-Happy-Healthy-Sporty-Scientific**

School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-Helpfulness

## Medicine Policy

February 2022



Policy Lead: Dawn Wigley



Link Governor: Sara Dunn

Springbank Academy is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank Academy Policy.



Springbank Academy

# Medicine Policy

<b>Head Teacher Signature:</b>	<i>J Vaccari</i>
<b>Date Adopted:</b>	October 2017
<b>Review Date:</b>	February 2022

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# Policy Statement

This school is an inclusive community that aims to support and welcome pupils with medical conditions.

This school aims to provide all pupils with medical conditions the same opportunities as others at school. We will help to ensure they can:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The school ensures all staff understand their duty of care to children and young people in the event of an emergency.

All staff feel confident in knowing what to do in an emergency.

This school understands that certain medical conditions are serious and can be potentially life threatening, particularly if ill managed or misunderstood. Such medical conditions identified under the Children and Families Act 2014 are:

- Asthma
- Cancer
- Diabetes
- Epilepsy

This school understands the importance of medication being taken as prescribed.

Staff understand the common medical conditions that affect children at this school. Staff receive training on the impact medical conditions can have on pupils.

The aim of this policy is to effectively support individual children with medical needs and to enable pupils to achieve regular attendance. This has been revised within the Children and Families Act 2014 and follows all legal requirements.

If your child sustains an injury at home please ensure you take your child to your local Accident and Emergency or GP. We will deal with first aid issues that occur on site.

Where a child has a long term medical need a written care plan will be drawn up with the parent / carer and health professionals/school's health and well-being officer.

The parent / carer must inform the school or setting (after school club etc.) about any particular needs before a child is admitted or when a child first develops a medical need. A care plan will be drawn up. The school and the setting need separate notifications.

The [National Curriculum in England: Framework for Key Stages 1 to 4](#) emphasises the importance of providing effective learning opportunities for all pupils within the section on inclusion.

## Responsibilities

### Parents and Carers

If the school staff agree to administer medication on short term or occasional basis, the parent / carer are required to complete a consent form. **Verbal instructions cannot be accepted.**

If pupils are self-administering medication in school on a regular basis, a completed consent form is still required from the parent / carer.

For administration of emergency medication, a care plan must be completed by the parent / carer in conjunction with school nurse and/or school staff. Minor changes to the care plan can be made if signed and dated by the parent / carer. If however, changes are major, a new care plan must be completed. Care plans should be reviewed annually (as a minimum).

The parent / carer needs to ensure there is sufficient medication and that the medication is in date. The parent / carer must replace the supply of medication at the request of relevant school/health professional. Medication should be provided in an original container with the following, clearly shown on the label:

- Child's name and date of birth
- Name and strength of medication
- Dose
- Expiry dates whenever possible
- Dispensing date/pharmacist details

### School Staff

Some teaching unions advise school staff not to administer medication to pupils, the unions also accept that sometimes it is done; if so they advise that the teacher has access to information and training that that appropriate insurance is in place. In practice, Head Teachers may agree that medication will be administered or allow supervision of self-administration to avoid children losing teaching time by missing school.

Each request will be considered on individual merit and school staff have the right to refuse to be involved. It is important that school staff who agree to administer medication understand the basic principles and legal liabilities involved and have confidence in dealing with any emergency situations that may arise. Regular training relating to emergency medication and relevant medical conditions should be undertaken.

## Care Plans

The care plan should be completed by the parent / carer, designated school staff who have volunteered and/or school nurse. It should include the following information;

- Details of a child's condition
- Special requirements e.g. dietary needs, pre-activity precautions and any side effects of the medication
- What constitutes an emergency
- What action to take in an emergency
- What not to do in the event of an emergency
- Who to contact in an emergency
- The role the staff can play

An example care plan is in [appendix 1](#).

## Staff Training

When training is delivered to school staff, the school must ensure that a training record is completed for inclusion in health and safety records. This will be primarily appropriate for the use of EpiPens (for allergies), although other conditions / procedures may also be included from time to time. This is for both insurance and audit purposes.

## Storage

When items need to be available for emergency use, e.g. asthma pumps and EpiPens, they may be kept in the medical room or area designated (e.g. reception) according to the size/layout of the building, or with the pupil, as appropriate. It is not necessary for a locked cupboard to be used, but such items should be easily available for the use of pupils and/or staff.

When prescription items are held by the school for administration by school staff they are stored in a fixed lockable cupboard/cabinet, with restricted access to keys.

## Class 1 and 2 Drugs

When Class 1 and 2 drugs (primarily "Ritalin" prescribed for Attention Deficit Syndrome) are kept on the school premises, a written stock record is also required in order to comply with the Misuse of Drugs Act legislation. This should detail the quantities kept and administered, taken and returned on any educational visit and returned to the parent / carer, e.g. at the end of term. These drugs are kept in a locked cabinet within a room with restricted access (staff only).

## Antibiotics

The parent / carer will be encouraged to ask the GP to **prescribe an antibiotic** which can be **given outside of school hours wherever possible**. Most antibiotic medication will not need to be administered during school hours. Twice daily doses should be given in the morning before school and in the evening. Three times a day

doses can normally be given in the morning before school, immediately after school (provided this is possible) and at bedtime.

It should normally only be necessary to give antibiotics in school if the dose needs to be given four times a day, in which case a dose is needed at lunchtime. The parent / carer must complete the consent form and confirm that the child is not known to be allergic to the antibiotic. The antibiotic should be brought into school in the morning and taken home again after school each day by the parent / carer. (Older children may bring in and take home their own antibiotics if considered appropriate by the parent / carer and teachers). Whenever possible the first dose of the course, and ideally the second dose, should be administered by the parent / carer.

All antibiotics must be clearly labelled with the child's name, the name of the medication, the dose and the date of dispensing. In school the antibiotics should be stored in a secure cupboard or where necessary in a refrigerator. Many of the liquid antibiotics need to be stored in a refrigerator – if so; this will be stated on the label.

Some antibiotics must be taken at a specific time in relation to food. Again this will be written on the label, and the instructions on the label must be carefully followed.

Tablets or capsules must be given with a glass of water. The dose of a liquid antibiotic must be carefully measured in an appropriate medicine spoon, pot or syringe provided by the parent / carer.

The appropriate records must be made. If the child does not receive a dose, for whatever reason, the parent / carer must be informed that day.

### **Analgesics (Painkillers)**

For pupils who regularly need analgesia (e.g. for migraine), an individual supply of their analgesic will be kept in school. It is recommended that school does **not** keep stock supplies of analgesics e.g. paracetamol (in the form of soluble), for potential administration to any pupil. Written consent from the parent / carer must be in place.

**Children will never be given aspirin or any medicines containing aspirin.**

### **Over the Counter Medicine (e.g. Hayfever Remedies)**

These will be accepted only in exceptional circumstances, and be treated in the same way as prescribed medication. The parent / carer must clearly label the container with child's name, dose and time of administration and complete a consent form.

## **Disposal of Medicine**

The parent / carer is responsible for ensuring that date expired medicines are returned to a pharmacy for safe disposal. They should collect medicines held by the school at the end of each term.

## **Residential Visits**

On occasion it may be necessary for us to administer an “over the counter” medicine in the event of a pupil suffering from a minor ailment, such as a cold or sore throat while away on an educational visit. In this instance the Parental Consent Form (EV4) will provide an “if needed” authority, which should be confirmed by phone call from the group leader to the parent/carer when this is needed. A written record must also be kept with the visit documentation.

## **Refusing Medicine**

When a child refuses medicine the parent / carer should be informed the same day and be recorded accordingly. Staff will not force a child to take any medicine.

## **Self-Management**

Children are encouraged to take responsibility for their own medicine from an early age. A good example of this is children keeping their own asthma reliever.

## **Travel Sickness**

In the event of a pupil suffering from travel sickness (by coach or public transport) the following procedure may apply:

### **Day Visits (e.g. to a museum or exhibition)**

The pupil will be given the appropriate medication before leaving home, and when a written consent is received they may be given a further dose before leaving the venue for the return journey (in a clearly marked sealed envelope with child’s details, contents and time of medication). Medication is to be kept with a named member of staff and the consent is signed by that staff member before inclusion in the visit documentation.

## **Guidelines for the Administration of EpiPen by School Staff**

An EpiPen is a preloaded pen device, which contains a single measured dose of adrenaline (also known as epinephrine) for administration in cases of severe allergic reaction. An EpiPen is safe, and even if given inadvertently it will not do any harm. It is not possible to give too large a dose from one dose used correctly in accordance with the care plan.

An EpiPen will only be administered by school staff that have volunteered and have been designated as appropriate by the Head Teacher and has received the appropriate training.

- There should be an individual care plan and consent form in place for each child – these should be readily available.

- Ensure that the EpiPen is in date. The EpiPen should be stored at room temperature and protected from heat and light. It should be kept in the original named box.
- The EpiPen should be readily accessible for use in an emergency and where children are of an appropriate age; the EpiPen can be carried on their person.
- Expiry dates and discolouration of contents should be checked termly.
- The use of the EpiPen must be recorded on the child's care plan with; time, date and full signature of the person who administered the EpiPen.
- Once the EpiPen is administered, a 999 call must be made immediately. If two people are present, the 999 call should be made at the same time of administering the EpiPen. The used EpiPen must be given to the ambulance personnel. It is the parent / carers' responsibility to renew the EpiPen before the child returns to school.
- If the child leaves the school site e.g. school trips, the EpiPen must be readily available.

## Guidelines for Managing Asthma

People with asthma have airways which narrow as a reaction to various triggers, the narrowing or obstruction of the airways causes difficulty in breathing and can usually be alleviated with medication taken via an inhaler. Inhalers are generally safe, and if an inhaler was taken inadvertently it is unlikely there would be any adverse effects,

- If school staff are assisting children with their inhalers a consent form from the parent / carer must be in place. Individual care plans need only be in place if children have severe asthma which may result in a medical emergency.
- Inhalers **must** be readily available when children need them. Pupils should be encouraged to carry their own inhalers. If the pupil is too young or immature to take responsibility for their inhaler, it should be stored in a readily accessible safe place e.g. the classroom. Individual circumstances need to be considered e.g. in small school inhalers may be kept in the school office.
- It would be considered helpful if the parent / carer could supply a spare inhaler for children who carry their own inhalers. This could be stored safely at school in case the original inhaler is accidentally left at home or the child loses it whilst at school. This inhaler must have an expiry date beyond the end of the school year.
- All inhalers should be labelled with the child's name.
- Some children, particularly the younger ones, may use a spacer device with their inhaler; this also needs to be labelled with their name. The spacer device needs to be sent home at least once a term for cleaning.
- School staff should take appropriate disciplinary action if the owner or other pupils misuse inhalers.
- The parent / carer should be responsible for renewing out of date and empty inhalers.
- The parent / carer should be informed if a child is using the inhaler excessively.
- Physical activities will benefit pupils with asthma, but they may need to use their inhaler 10 minutes before exertion. The inhaler **must** be available during PE and games. If pupils are unwell they should not be forced to participate.

- If pupils are going on off-site visits, inhalers **must** still be accessible.
- At Springbank Academy we take on good practice and have a clear out of any inhalers annually (as a minimum). Out of date inhalers, and inhalers no longer needed are returned to the parent / carer.
- Asthma can be triggered by substances found in school e.g. animal fur, glues and hazardous substances. Care should be taken to ensure that any pupil who reacts to these are advised not have contact with these.

## **Guidelines for Managing Hypo glycaemia (Hypo's or Low Blood Sugar) in Pupils who have Diabetes.**

Diabetes is a condition where the person's normal hormonal mechanisms do not control their blood sugar levels. In the majority of children the condition is controlled by insulin injections and diet. Injections may need to be given during school hours, and some older children may need to inject during school hours. Staff are offered training on diabetes and how to prevent the occurrence of hypoglycaemia. Only staff who have volunteered and have been designated as appropriate by the Head Teacher administer treatment for hypoglycaemic episodes.

### **To prevent "hypo's" – the appropriate adult should check:**

1. There is a care plan and consent form in place. It will be completed at the training sessions in conjunction with staff and parent / carer. Staff should be familiar with pupil's individual symptoms of a "hypo". This will be recorded in the care plan.
2. Pupils are allowed to eat regularly during the day. This may include eating snacks during class time or prior to exercise. Meals should not be unduly delayed e.g. due to extra-curricular activities at lunchtimes or detention sessions. Off-site activities e.g. visits, overnight stays, will require additional planning and liaison with the parent / carer.

### **To treat "hypo's":**

- If a meal or snack is missed, or after strenuous activity or sometimes even for no apparent reason, the pupil may experience a "hypo". Symptoms may include sweating, pale skin, confusion and slurred speech.
- Treatment for a "hypo" might be different for each child, but will be either dextrose tablets, or sugary drink, chocolate bar or hypo stop (dextrose gel), as per care plan. Whichever treatment is used, it should be readily available and not locked away. Many children will carry the treatment with them. Expiry dates will be checked each term.
- It is the responsibility of the parent / carer to ensure appropriate treatment is available. Once the child has recovered a slower acting starchy food such as biscuits and milk should be given. If the child is very drowsy, unconscious or fitting, a 999 call must be made and the child put in the recovery position. Do

not attempt oral-treatment. The parent / carer should be informed of “hypo’s” where staff have issued treatment in accordance with the care plan.

### **If Hypo stop has been provided:**

The care plan should be available. Hypo stop is squeezed into the side of the mouth and rubbed into the gums, where it will be absorbed by the bloodstream. The use of Hypo stop must be recorded on the child’s care plan with the time, date and full signature of the person who administered it. It is the responsibility of the parent / carer to renew the Hypo stop when it has been used.

**Do not use Hypo stop if the child is unconscious.**

## **Guidelines for Managing Cancer**

Children and young people with cancer aged 0-18 are treated in a specialist treatment centre. Often these are many miles from where they live, though they may receive some care closer to home. When a child or young person is diagnosed with cancer, their medical team puts together an individual treatment plan that takes into account:

- The type of cancer they have
- Its stage (such as how big the tumour is or how far it has spread)
- Their general health

The three main ways to treat cancer are:

- Chemotherapy
- Surgery
- Radiotherapy

A treatment plan may include just one of these treatments, or a combination. Children and young people may be in hospital for long periods of time, or they may have short stays and be out of hospital a fair amount. It depends on the type of cancer, their treatment and how their body reacts to the treatment.

Some can attend school while treatment continues. When cancer is under control, or in remission, children and young people usually feel well and rarely show signs of being unwell. If cancer returns after a period of remission, this is known as relapse.

Treatment for cancer can also have an emotional and psychological impact. Children and young people may find it more difficult to cope with learning, returning to school and relationships with other pupils. They may have spent more time in adult company, having more adult-like conversations than usual, gaining new life experiences and maturing beyond their peers.

Treatment for cancer can last a short or long time (typically anything from six months to three years), so a child or young person may have periods out of school, some planned (for treatment) and other unplanned (for example, due to acquired infections).

When they return to school your pupil may have physical differences due to treatment side effects. These can include:

- Hair loss
- Weight gain/loss
- Increased tiredness

There may also be longer term effects such as being less able to grasp concepts and retain ideas, or they may be coping with the effects of surgery.

## **Falling Behind with Work**

Children and young people with cancer can worry that they have slipped behind their peers, especially older children doing exam courses. Young children may also worry more than they want to say. The school, and the child or young person's parent / carer, should be able to reassure them and if necessary arrange extra teaching or support in class.

Teachers may need to adjust their expectations of academic performance because of their child or young person's gaps in knowledge, reduced energy, confidence or changes in ability.

Staff may need to explicitly teach the pupil strategies to help with concentration and memory, and the pupil may initially need longer to process new concepts.

Wherever possible the child should be enabled to stop in the same ability sets as before, unless they specifically want to change groups. Regularly revise the pupil's timetable and school day as necessary.

## **Having a Key Person at School**

It's helpful to have one "key" adult that the pupil can go to if they are upset or finding school difficult, plus a "plan B" person for times when the usual person is not available. In secondary schools, you can also give the pupil a card which enables them to leave class without having to explain too much.

## **Physical Activity**

Make arrangements for the child or young person to move around the school easily e.g. allow them to leave lessons five minutes early to avoid the rush. Arrange for the pupil to have a buddy to carry their bags and for them to have access to lifts.

Some pupils may not want to be left out during PE despite tiredness or other physical limitations. Include the pupil as far as possible e.g. allow them to take part for 20 minutes rather than the full session, or find other ways for them to participate e.g. as referee or scorer. Their family will be aware if there are specific restrictions on taking part in PE due to medical devices or vulnerability.

## **Briefing Staff**

Ensure that all staff, including lunchtime supervisors have been briefed on key information.

If staff are concerned about the pupil, it is important that they phone the parent / carer to discuss the significance of signs or symptoms. The parent / carer can collect the child and seek further medical advice if necessary.

It would be rare for there to be an acute emergency, but if this occurs (as with any child) call 999 for an ambulance, and ensure that the crew are aware that the child or young person is on, or has recently finished cancer treatment.

Circulate letters about infection risks when requested by the child's family or health professionals. Inform other school staff about long-term effects, such as fatigue, difficulty with memory or physical changes.

## **Further Information and Guidance**

### **Asthma UK**

[www.asthma.org.uk](http://www.asthma.org.uk)

### **Diabetes UK**

[www.diabetes.org.uk](http://www.diabetes.org.uk)

### **Epilepsy Action**

[www.epilepsy.org.uk](http://www.epilepsy.org.uk)

### **CLIC Sargent (Cancer)**

[www.clicsargent.org.uk](http://www.clicsargent.org.uk)

## **Appendices**

**Appendix 1: Individual Assessment Health Care Plan**

**Appendix 2: Medication Form**

**Appendix 3: Administration of Medicines Record Form**

# Individual Assessment Health Care Plan

Name of school/setting

Springbank Academy

Child's name

Group/class/form

Date of birth

Child's address

Medical diagnosis or condition

Date

Review date

## Family Contact Information

Name

Relationship to child

(mobile)

Name

Relationship to child

(mobile)

## Clinic/Hospital Contact

Name

Phone no.

## G.P.

Name

Phone no.

Who is responsible for providing support in school

Class teacher, first aider.

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

- 

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

- 
- 

Daily care requirements

- 

Specific support for the pupil's educational, social and emotional needs

- 

Arrangements for school visits/trips etc

N/A

Other information

Describe what constitutes an emergency, and the action to take if this occurs

N/A

Who is responsible in an emergency (*state if different for off-site activities*)

Mrs Vaccari

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to

Parents, class teacher, file

Signed:



## **SPRINGBANK Academy**

Peacock Drive, Eastwood, Nottingham, NG16 3HW  
Head Teacher: Mrs. Julie Vaccari Tel:01773 762277  
E-mail: office@springbank.academy

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### **Medication Form**

#### **DETAILS**

Surname: \_\_\_\_\_ Forenames(s) \_\_\_\_\_

Address: \_\_\_\_\_ M/F: \_\_\_\_\_

\_\_\_\_\_ Date of Birth: \_\_\_\_\_

Condition or illness: \_\_\_\_\_

#### **MEDICATION**

Name/Type of Medication(as described on the container) \_\_\_\_\_

For how long will you be taking this medication: \_\_\_\_\_

Date Dispensed: \_\_\_\_\_

#### **Full Directions for Use:**

Dosage: \_\_\_\_\_ Timing: \_\_\_\_\_

Special Precautions: \_\_\_\_\_ Side Effects: \_\_\_\_\_

Procedures to take in an Emergency: \_\_\_\_\_

#### **CONTACT DETAILS**

Name: \_\_\_\_\_ Daytime Phone No: \_\_\_\_\_

Relationship: \_\_\_\_\_

I understand that I must deliver the medicine personally to a member of the office team and accept that this is a service which the school is not obliged to undertake.

Date: \_\_\_\_\_

Signatures: \_\_\_\_\_

Relationship: \_\_\_\_\_



