

# Stone Bay School.

## Policy Document.

### Statutory Group D Policy

#### D3: Supporting Students with Medical Conditions.

[Supporting students at schools with medical needs.](#)

[Children and Families Act 2014 section 100](#)

[Young Persons Guide to the children and families act.](#)

[Government Guidance on Infection control in schools.](#)

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**3 year Review cycle.**

**Review Date: 01/05/2020**

Signed. Richard Farr Date: Tuesday, 12 September 2017  
Chair of Governors.

Signed. Billy Mc Inally Date: Tuesday, 12 September 2017  
Headteacher.

### **Mission Statement.**

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring and safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Stone Bay School: ***“getting it right for every student”***.

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### Definitions of Medical Conditions.

Students' medical needs may be broadly summarised as being of two types:-

**Short-term** affecting their participation at school because they are on a course of medication.

**Long-term** potentially limiting access to education and requiring on-going support, medicines or care while at school to help them to manage their condition and keep them well, including monitoring and intervention in emergency circumstances. It is important that parents feel confident that the school will provide effective support for their child's medical condition and that student's feel safe.

Some children with medical conditions may be considered disabled. Where this is the case governing bodies **must** comply with their duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHCP). Where this is the case this policy should be read in conjunction with the 0-25 SEND Code of Practice and the school's SEN policy / SEN Information Report and the individual healthcare plan will become part of the EHCP.

### The statutory duty of the governing body

The governing body remains legally responsible and accountable for fulfilling their statutory duty for supporting students at school with medical conditions. Our governing body fulfil this by:

- Ensuring that arrangements are in place to support students with medical conditions. In doing so we will ensure that such children can access and enjoy the same opportunities at school as any other child;
- Taking into account that many medical conditions that require support at school will affect quality of life and may be life-threatening. Some will be more obvious than others and

therefore the focus is on the needs of each individual child and how their medical condition impacts on their school life;

- Ensuring that the arrangements give parents and students confidence in the school's ability to provide effective support for medical conditions, should show an understanding of how medical conditions impact on a child's ability to learn, as well as increase their confidence and promote self-care. We will ensure that staff are properly trained to provide the support that students need;
- Ensuring that no child with a medical condition is denied admission, or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with safeguarding duties, we will ensure that students' health is not put at unnecessary risk from, for example, infectious diseases, and reserve the right to refuse admittance to a child at times where it would be detrimental to the health of that child or others to do so;
- Ensuring that the arrangements put in place are sufficient to meet our statutory duties and ensure that policies, plans, procedures and systems are properly and effectively implemented;
- Developing a policy for supporting students with medical conditions that is reviewed regularly and accessible to parents and school staff;
- Ensuring that this policy includes details on how the policy will be implemented effectively, including a named person who has overall responsibility for policy implementation;
- Ensuring that this policy sets out the procedures to be followed whenever the school is notified that a student has a medical condition;
- Ensuring that this policy covers the role of individual healthcare plans, and who is responsible for their development, in supporting students at school with medical conditions;
- Ensuring that this school policy clearly identifies the roles and responsibilities of all those involved in arrangements for supporting students at school with medical conditions and how they will be supported, how their training needs will be assessed and how and by whom training will be commissioned and provided;
- Ensuring that this school policy covers arrangements for children who are competent to manage their own health needs and medicines;
- Ensuring that this policy is clear about the procedures to be followed for managing medicines including the completion of written records;
- Ensuring that this policy sets out what should happen in an emergency situation;
- Ensuring that the arrangements are clear and unambiguous about the need to support actively students with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so;
- Considering whether to
  - develop transport healthcare plans in conjunction with the LA for students with life-threatening conditions who use home- to- school transport
  - Purchase and train staff in the use of defibrillators
  - Once regulations are changed consider holding asthma inhalers for emergency use;
- Ensuring that this policy is explicit about what practice is not acceptable;

- Ensuring that the appropriate level of insurance is in place and appropriate to the level of risk.

## Policy implementation

The statutory duty for making arrangements for supporting students at school with medical conditions rests with the governing Body. The governing body have conferred the following functions of the implementation of this policy to the staff below, however, the governing body remains legally responsible and accountable for fulfilling our statutory duty.

The overall responsibility for the implementation of this policy is given to the Headteacher. He will also be responsible for ensuring that sufficient staff are suitably trained and will ensure cover arrangements in cases of staff absences or staff turnover to ensure that someone is always available and on-site with an appropriate level of training.

The Head of Care and relevant Assistant Headteachers will be responsible for briefing supply teachers, preparing risk assessments for school visits and other school activities outside of the normal timetable and for the monitoring of individual healthcare plans.

Head of Care, residential team Leaders and Assistant Headteachers will be responsible in conjunction with parents/carers, for drawing up, implementing and keeping under review the individual healthcare plan for each student and making sure relevant staff are aware of these plans

All members of staff are expected to show a commitment and awareness of children's medical conditions and the expectations of this policy. All new members of staff will be inducted into the arrangements and guidelines in this policy upon taking up their post.

## Procedure to be followed when notification is received that a student has a medical condition

This covers notification prior to admission, procedures to cover transitional arrangements between schools or alternative providers, and the process to be followed upon reintegration after a period of absence or when students' needs change. For children being admitted to Stone Bay School for the first time with good notification given, the arrangements will be in place for the start of the relevant school term, this will be led and managed by our School Liaison Manager. In cases other cases, such as a new diagnosis or a child moving to Stone Bay School mid-term, we will make every effort to ensure that arrangements are put in place within two weeks.

In making the arrangements, we will take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. We also acknowledge that some may be more obvious than others. We will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life. We aim to ensure that parents/carers and students can have confidence in our ability to provide effective support for medical conditions in school, so the arrangements will show an understanding of how medical conditions impact on the child's ability to learn, as well as increase their confidence and promote self-care.

We will ensure that staff are properly trained and supervised to support students' medical conditions and will be clear and unambiguous about the need to support actively students with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them in doing so. We will make arrangements for the inclusion of students in such activities with any adjustments as required unless evidence from a clinician such as a GP states that this is not possible. We will make sure that no child with a medical condition is denied admission or prevented from attending the school because arrangements for supporting their medical condition have not been made. However, in line with our safeguarding duties, we will ensure that all students' health is

not put at unnecessary risk from, for example infectious disease. We will therefore not accept a child in school at times where it would be detrimental to the health of that child or others.

Stone Bay School does not have to wait for a formal diagnosis before providing support to students. In cases where a student's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on available evidence and clinical advice. This would normally involve some form of medical evidence and consultation with parents/carers. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place. These discussions will be led by Head of Care or assistant Headteacher, and following these discussion an individual healthcare plan will written in conjunction with the parent/carers by the relevant member of staff, and be put in place.

### Individual healthcare plans

Individual healthcare plans will help to ensure that Stone Bay School effectively supports students with medical conditions. They will provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed. They are likely to be helpful in the majority of other cases too, especially where medical conditions are long-term and complex. However, not all children will require one. The school, healthcare professional and parent/carer should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate. If consensus cannot be reached the Headteacher, is best placed to take a final view. A flow chart for identifying and agreeing the support a child needs and developing an individual healthcare plan is provided at [appendix 1](#).

Individual healthcare plans will be easily accessible to all who need to refer to them, while preserving confidentiality. Plans will capture the key information and actions that are required to support the child effectively. The level of detail within the plan will depend on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support.

Individual healthcare plans (and their review) should be drawn up in partnership between the school, parents/carers and a relevant healthcare professional eg. school, specialist or children's community nurse, who can best advice on the particular needs of the child. Students should also be involved whenever appropriate. The aim should be to capture the steps which Stone Bay School should take to help manage their condition and overcome any potential barriers to getting the most from their education. Partners will be involved but responsibility for ensuring it is finalised and implemented rests with the school. The health care plan will be printed and signed by parents, when updated the new version must be printed and parents must sign.

Stone Bay School will ensure that individual healthcare plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed. They will be developed and reviewed with the child's best interests in mind and ensure that Stone Bay School assesses and manages risks to the child's education, health and social wellbeing, and minimises disruption. Where a child is returning to school following a period of hospital education, we will work with the local authority and education provider to ensure that the individual healthcare plan identifies the support the child will need to reintegrate effectively. Our Health Care Plan template is attached: [Appendix 2](#).

### Roles and responsibilities

In addition we can refer to the **Community Nursing Team** for support with drawing up Individual Healthcare Plans, provide or commission specialist medical training, liaison with lead clinicians and advice or support in relation to students with medical conditions.

Other **healthcare professionals, including GPs and paediatricians** should notify the Community Nursing Team when a child has been identified as having a medical condition that will require

support at school. Specialist local health teams may be able to provide support, and training to staff, for children with particular conditions.

When **Students** with medical conditions have the capacity to provide information about how their condition affects them. They should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of, and comply with, their individual healthcare plan. Other students will often be sensitive to the needs of those with medical conditions, and can, for example, alert staff to the deteriorating condition or emergency need of students with medical conditions.

**Parents/carers** should provide the school with sufficient and up-to-date information about their child's medical needs. They may in some cases be the first to notify the school that their child has a medical condition. Parents are key partners and should be involved in the development and review of their child's individual healthcare plan, and may be involved in its drafting. They should carry out any action they have agreed to as part of its implementation.

**Local authorities** are commissioners of school nurses for maintained schools and academies in Kent. Under Section 10 of the Children Act 2004, they have a duty to promote co-operation between relevant partners such as governing bodies of maintained schools, proprietors of academies, clinical commissioning groups and NHS England, with a view to improving the well-being of children with regard to their physical and mental health, and their education, training and recreation. KCC is currently consulting on the re-organisation of its Health Needs provision which will strengthen its ability to provide support, advice and guidance, including suitable training for school staff, to ensure that the support specified within individual healthcare plans can be delivered effectively. KCC will work with us to support students with medical conditions to attend full time. Where students would not receive a suitable education in a mainstream school because of their health needs. The local authority has a duty to make other arrangements. Statutory guidance for local authorities sets out that they should be ready to make arrangements under this duty when it is clear that a child will be away from school for 15 days or more because of health needs (whether consecutive or cumulative across the year) [education for children with health needs who cannot attend school](#)

**Providers of health services** should co-operate with schools that are supporting children with medical conditions. They can provide valuable support, information, advice and guidance to schools, and their staff, to support children with medical conditions at school.

**Clinical Commissioning Groups (CCGs)** commission other healthcare professionals such as specialist nurses. They have a reciprocal duty to co-operate under Section 10 of the Children Act 2004 (as described above for local authorities). The local Health and Well-being Board provides a forum for the local authority and CCGs to consider with other partners, including locally elected representatives, how to strengthen links between education, health and care settings.

## Staff training and support

All staff who are required to provide support to students for medical conditions will be trained by professionals qualified to do so. The training need will be identified during the development or review of the individual healthcare plan. We may choose to arrange training ourselves and will ensure that it remains up-to-date.

Training should be sufficient to ensure that staff are competent and have confidence in their ability to support students with medical conditions, and to fulfil the requirements set out in the individual healthcare plans. They will need an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

Staff must not give prescription medicines or undertake healthcare procedures without appropriate training (updated to reflect any individual healthcare plans). A first aid certificate does not constitute appropriate training in supporting children with medical conditions. Healthcare

professionals, including a school nurse, can provide confirmation of proficiency of staff in a medical procedure, or in providing medication.

All staff will receive induction training and regular whole school awareness training so that all staff are aware of the school's policy for supporting students with medical conditions and their role in implementing the policy. The Headteacher, will seek advice from relevant healthcare professions about training needs, including preventative and emergency measures so that staff can recognise and act quickly when a problem occurs.

The family of a child will often be key in providing relevant information to school staff about how their child's needs can be met, and parents will be asked for their views. They should provide specific advice, but should not be the sole trainer.

### The child's role in managing their own medical needs

If, after discussion with the parent/carer, it is agreed that the child is competent to manage his/her own medication and procedures, s/he will be encouraged to do so. This will be reflected in the individual healthcare plan.

Wherever possible children will be allowed to carry their own medicines and relevant devices or should be able to access their medication for self-medication quickly and easily; these will be stored in the cupboard in name which room to ensure that the safeguarding of other children is not compromised. Stone Bay School does also recognise that children who take their medicines themselves and/or manage procedures may require an appropriate level of supervision. If it is not appropriate for a child to self-manage, then relevant staff will help to administer medicines and manage procedures for them.

If a child refuses to take medicine or carry out a necessary procedure, staff should not force them to do so, but follow the procedure agreed in the individual healthcare plan. Parents will be informed so that alternative options can be considered.

### Managing medicines on school premises and record keeping

At Stone Bay School the following procedures are to be followed:

- Medicines should only be administered at school when it would be detrimental to a child's health or school attendance not to do so;
- No child under 16 should be given prescription or non-prescription medicines without their parents written consent (see template B) - except in exceptional circumstances where the medicine has been prescribed to the child without the knowledge of the parents. In such cases, every effort should be made to encourage the child or young person to involve their parents while respecting their right to confidentiality;
- We seek authorisation from parents to administer a range of Non-prescribed medication. These medications are listed in our consent form [Appendix 3](#).
- Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours;
- Stone Bay School will only accept prescribed medicines, with written permission from parent/carer that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must be in-date, but will generally be available inside an insulin pen or a pump, rather than its original container;
- All medicines will be stored safely in the medication cabinets in their residential flat or in the medication cabinet in the Student Liaison Managers office. Children with capacity should

know where their medicines are at all times and be able to access them immediately. Where relevant, they should know who holds the key to the storage facility.

- Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens should be always readily available state where and not locked away. Asthma inhalers should be marked with the child's name.
- During school trips the first aid trained member of staff will carry all medical devices and medicines required;
- A child who had been prescribed a controlled drug may legally have it in their possession if they are competent to do so, but passing it to another child for use is an offence. Monitoring arrangements may be necessary. Otherwise we will keep all controlled drugs that have been prescribed for a student securely stored in a non-portable container and only named staff will have access. Controlled drugs should be easily accessible in an emergency. A record should be kept of any doses used and the amount of the controlled drug held in the school;
- Staff administering medicines should do so in accordance with the prescriber's instructions. Stone Bay School will keep a record (MAR chart) of all medicines administered to individual children, stating what, how and how much was administered, when and by whom. Any side effects of the medication to be administered at school should be noted. Written records are kept of all medicines administered to children. These records offer protection to staff and children and provide evidence that agreed procedures have been followed;
- When no longer required, medicines should be returned to the parent/carer to arrange safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps.
- All staff must self-report immediately to their manager if they become aware that they have made a medication error. If an error is picked up through our audit processes an investigation will be launched to clarify the provenance of the error. In all cases the [medication error form](#) must be complete and all concerned parties will be informed. Staff will seek reassurance through contact with clinicians when appropriate.
- Page 2 of the [medical error form](#) addresses issues of Child Protection, Safeguarding, Retraining and Additional Supervisions.

## Emergency procedures

The Headteacher will ensure that arrangements are in place for dealing with emergencies for all school activities wherever they take place, including school trips, as part of the general risk management process.

Where a child has an individual healthcare plan, this should 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 students 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 child needs to be taken to hospital, staff should stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance. Schools need to ensure they understand the local emergency services cover arrangements and that the correct information is provided for navigation systems.



## Day trips, residential visits, and sporting activities

We will actively support students with medical conditions to participate in day trips and sporting activities by being flexible and making reasonable adjustments unless there is evidence from a clinician that this is not possible.

We will always conduct a risk assessment so that planning arrangements take account of any steps needed to ensure that students with medical conditions can be included safely. This may involve consultation with parents\carers and relevant healthcare professions and will be informed by Health and Safety Executive (HSE) guidance on school trips.

## Other issues for consideration

Where a student uses home-to-school transport arranged by the LA and they also have a medical condition which is life-threatening, we will share the student's individual healthcare plan with the local authority.

Our defibrillator is stored in the care office.

## Unacceptable practice

Although staff at Stone Bay School should use their discretion and judge each case on its merit with reference to the child's individual healthcare plan, it is not generally acceptable practice to:

- Prevent children from easily accessing their inhalers and medication and administering their medication when and where necessary;
- Assume that every child with the same condition requires the same treatment
- Ignore the views of the child 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 individual healthcare plans
- If the child becomes ill, send them to the school office unaccompanied or with someone unsuitable;
- Penalise children for their attendance record if their absences are related to their medical condition;
- Prevent student from drinking, eating or taking toilet 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, including with toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs; or
- Prevent children from participating, or creating unnecessary barriers to children participating in any aspect of school life, including school trips, eg by requiring parents to accompany the child.

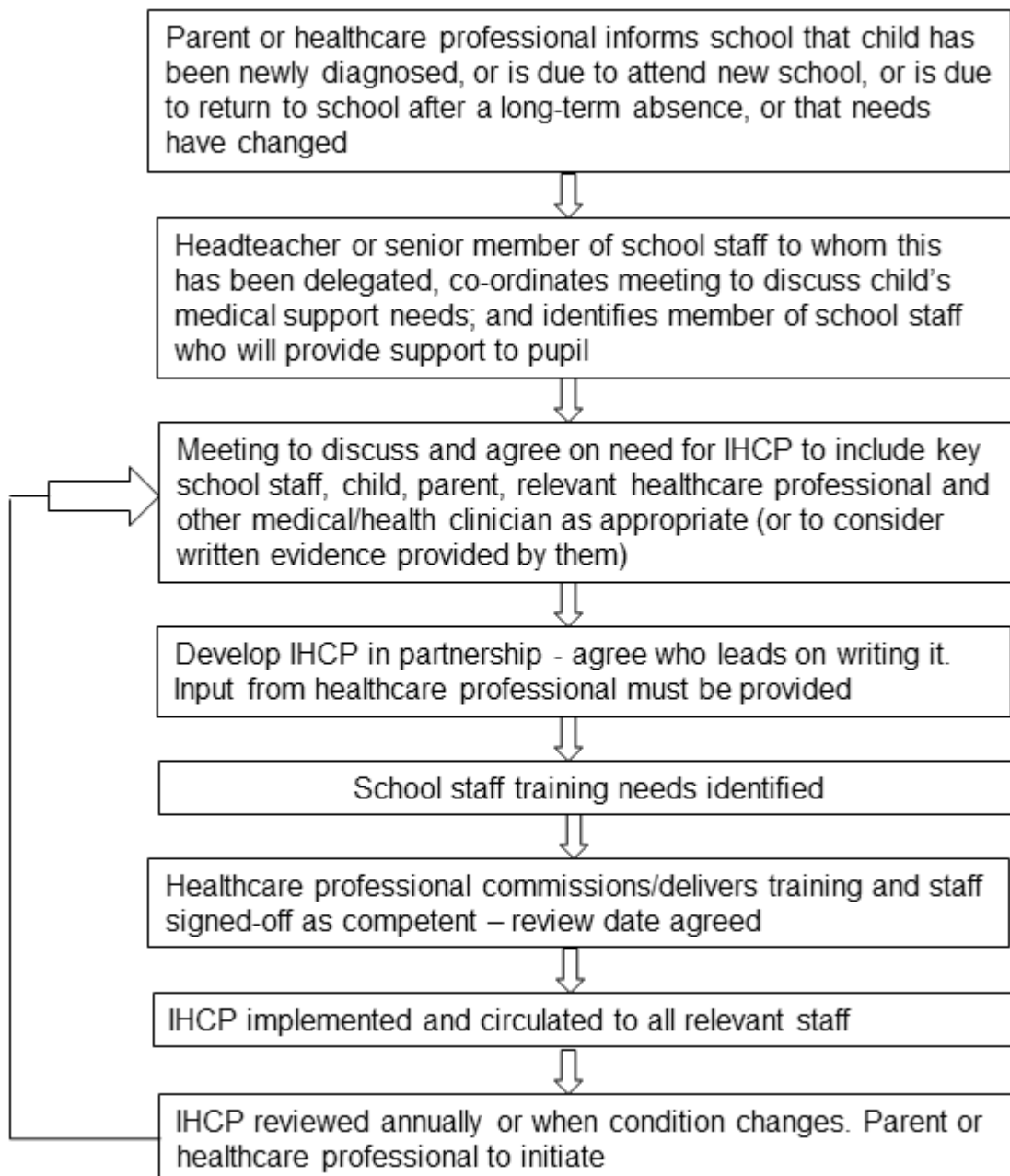
## Liability and indemnity

<http://www.kelsi.org.uk/school-management/maintenance-and-operations/insurance>


## Complaints

Complaints will be managed in line with our [C5 Complaints Procedure](#).

### Appendix 1: Model process for developing individual healthcare plans



## Appendix 2: SBS Health Care Plan.

Name of the child:	Click here to enter name of the child.	
Class:	Choose a Class.	
Residential Flat:	Choose a Residential Flat.	
Key Worker:	Choose a Key Worker.	
Date of Birth:	Click here to enter a date.	
Home address:	Click here to enter address & postcode.	
Last Update:	Enter date of latest update.	
Next review:	Enter the date of the next review.	

Has parental consent for pain relief been given?	No.	Click here to enter a date.
Click here to enter any qualifying notes.		

**Nature of additional need.**

Recognised Additional Needs.			
Cognition and Learning.			
PMLD. <input type="checkbox"/>	SLD. <input type="checkbox"/>	MLD. <input type="checkbox"/>	SpLD. <input type="checkbox"/>
Sensory and Physical.			
VI. <input type="checkbox"/>	HI. <input type="checkbox"/>	MSI. <input type="checkbox"/>	PD. <input type="checkbox"/>
Communication and Interaction.			
SLCN. <input type="checkbox"/>	ASD. <input type="checkbox"/>	AAC method of communication:	Choose a method.

**Medical Condition and Diagnosis.**

Medical Condition / Diagnosis.	Summary.	Notes.
Enter here.	Enter summary here.	Additional notes here.
Enter here.	Enter summary here.	Additional notes here.
Enter here.	Enter summary here.	Additional notes here.
Enter here.	Enter summary here.	Additional notes here.

Identified Risk of Dysphagia:	No.	Eating and Swallowing Plan.	No.
Click here to enter any qualifying notes.			

Any Known Allergies:	No, none recorded.
Click here to enter any known allergies.	

Vaccinations up to date:	Choose an answer.
Qualifying comments:	Enter any qualifying comments here.

### Details of Parents or Carers.

Name:	Click here to enter name.		
Relationship:	Click here to enter relationship.	Primary carer:	<input type="checkbox"/>
Address:	Click here to enter address including post code.		
Phone (home):	Click here to enter home phone number.		
Phone (work):	Click here to enter work phone number.		
Phone (mobile):	Click here to enter mobile number.		
Email:	Click here to enter email address.		
Name:	Click here to enter name.		
Relationship:	Click here to enter relationship.	Primary carer:	<input type="checkbox"/>
Address:	Click here to enter address including post code.		
Phone (home):	Click here to enter home phone number.		
Phone (work):	Click here to enter work phone number.		
Phone (mobile):	Click here to enter mobile number.		
Email:	Click here to enter email address.		

### Details of Clinical Professionals.

<b>Clinicians Details.</b>
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GP details.		Hospital details.	
Name:	Click here to enter GP details.	Name:	Click here to enter Hospital details.
Address:	Click here to enter address.	Address:	Click here to enter address.
Phone:	Click here to enter phone number.	Phone:	Click here to enter phone number.
Email:	Click here to enter email details.	Email:	Click here to enter email details.
CHYPS contact details.		Consultant details.	
Name:	Click here to enter contact details.	Name:	Click here to enter Consultant details.
Address:	Click here to enter address.	Address:	Click here to enter address.
Phone:	Click here to enter phone number.	Phone:	Click here to enter phone number.
Email:	Click here to enter email details.	Email:	Click here to enter email details.

Therapeutic Support.		
SaLT	OT.	Physiotherapist.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any additional comments on professional support.		
Click here to enter your additional comments here.		

### Key Support Team.

Key Support Team.	
Key worker:	Choose a Key Worker.
Training:	Click here to enter training received linked to this plan.
Assistant Team Leader:	Choose an Assistant Team leader.
Training:	Click here to enter training undertaken linked to Health Care Plan.
Team leader:	Choose Team Leader.
Training:	Click here to enter training undertaken linked to Health Care Plan.

## Medication.

**Medication** must only be **administered** by a **trained individual**, at Stone Bay in a residential setting this will normally be a Team Leader, Assistant Team Leader or, at times the Head of Care. In the class it may be an LSO or teacher.

Medication **must** only be **taken** from the **original container** as **dispensed** by the **pharmacy**.

Current Medication. 1.	
Name of medication:	Click here to enter name of medication.
Method of administration:	Click here to enter method of administration.
Dosage and time taken:	Click here to enter when given to the student.
Known Side Effects:	Click here to enter known side effects.
Contraindications:	Click here to enter known contraindications.
Administered by:	Trained team leader, assistant team leader or head of care, during school hours a trained teacher or learning support officer.

Current Medication. 2.	
Name of medication:	Click here to enter name of medication.
Method of administration:	Click here to enter method of administration.
Dosage and time taken:	Click here to enter when given to the student.
Known Side Effects:	Click here to enter known side effects.
Contraindications:	Click here to enter known contraindications.
Administered by:	Trained team leader, assistant team leader or head of care, during school hours a teacher or learning support officer.

Current Medication. 3.	
Name of medication:	Click here to enter name of medication.
Method of administration:	Click here to enter method of administration.
Dosage and time taken:	Click here to enter when given to the student.
Known Side Effects:	Click here to enter known side effects.
Contraindications:	Click here to enter known contraindications.

Administered by:	Trained team leader, assistant team leader or head of care, during school hours a teacher or learning support officer.
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Current Medication. 4.	
Name of medication:	Click here to enter name of medication.
Method of administration:	Click here to enter method of administration.
Dosage and time taken:	Click here to enter when given to the student.
Known Side Effects:	Click here to enter known side effects.
Contraindications:	Click here to enter known contraindications.
Administered by:	Trained team leader, assistant team leader or head of care, during school hours a teacher or learning support officer.

### Emergencies.

What constitutes an emergency?	Click here to enter details about what would constitute an emergency.
What needs to be done in an emergency:	Click here to enter details about what needs to be done during an emergency.

Our response to any emergency will initially be led by whoever is offering support at the moment the emergency arises. The on-site Team Leader will take over and coordinate our response, fully informing all relevant parties and ensuring all emergency procedures are followed as directed by clinical staff.

### Distribution List.

Name.	Address.	Date Dispatched.
Parent or Carer 1.	Enter Full address.	Click here to enter a date.
Parent or Carer 2.	Enter Full address.	Click here to enter a date.
Social Worker.	Enter Full address.	Click here to enter a date.

### Signatures.

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

Team Leader's signature:

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Parent's signature:

\_\_\_\_\_

Date:

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## Appendix 3 Permission for the Administration of Non-Prescribed Medication.

Students Name:	Enter Name.	Date:	Enter date.
Parent/Carer.	Enter Name.		

It will be necessary, from time to time, to use over the counter remedies to treat minor ailments. The following have been approved by the School GP for use by senior staff to treat the conditions listed below without the need for medical consultation.

Name of Remedy.	Reason.	Permission.	Prior Notification.
Paracetamol Tablets: (500g).	Mild pain relief.	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
Calpol 6+ (contains Paracetamol 5ml).	Mild pain relief.	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
E 45 Cream.	Dry Skin.	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
Bonjela.	Mouth Ulcers.	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
Vick Vapour Rub.	Decongestant:	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
Karvol Capsules.	Decongestant:	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
Zinc & Castor Oil cream	Nappy Rash.	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
Cough Mixture.	Cough/Sore Throat.	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
Sudocrem	Rashes/Skin Irritation.	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
Ibuprofen	Mild pain relief.	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
Benadryl/Clarityn	Allergy relief.	Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
<b>Any other remedy:</b>			
		Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
		Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
		Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>
		Yes: <input type="checkbox"/>	Yes: <input type="checkbox"/>

Details of any medications that **MUST BE** avoided. (Allergic reactions etc).


.....  
Parent/Carers signature.

.....  
Date.

## Safeguarding, Equality and Equal Opportunities Statement

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all students and staff from all social, cultural and economic backgrounds. The school will ensure that no student or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

Stone Bay School aims to;

- Foster good relationships and create effective partnerships with all sections of the community
- Ensure that the school's service delivery, commissioning and employment practices will not discriminate unlawfully, either directly or indirectly
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued and celebrated
- All aspects of Safeguarding will be embedded into school life and will remain the responsibility of all members of our school community.