



# Kirkbie Kendal School Academy Trust

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**“Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all  
policies and procedures support the Child Protection Policy.”**

## Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

<u>Version</u>	<u>Date</u>	<u>Description</u>
1.1	SLT 12.6.17 (F&P: 5.7.17)	General updates to legislation Section 3.4: SLT to review policy and inform Governors Section 5.0: Staff to follow 'Head Assessment' procedure Addition of Appendix 3: Head Assessment Procedure & Form
1.2	SLT 21.5.18 (F&P 5.6.18)	Updates to Sections 3, 6 & 7 Deletion of Appendix 2 – letter to parents/carers Appendix 3 renamed to read Appendix 2
1.3	SLT 20.5.19 (F&P 4.7.19)	Addition of 'near miss' form. Update to first aider list
1.4	SLT 9 Jan 20 (F&P 20.1.20)	Changes in line with recommendations from Kym Allen Health & Safety consultants
1.5	SLT 24.11.22 FAP 28.11.22 (to note)	No changes
1.6	SLT 17.04.23 FAP 24.04.23 (to note)	Major policy update using Kym Allan policy
1.7	SLT 15.04.2023 FAP 22.04.2024 (to note)	Updated in line with Kym Allan Removal of Appendix B and C – these are now separate documents which are updated regularly

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# POLICY STATEMENT

Kirkbie Kendal School is committed to caring for, and protecting, the health, safety and wellbeing of its students, staff, and visitors.

Under the Health and Safety (First Aid) Regulations 1981, employers are responsible for providing adequate and appropriate equipment, facilities, and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work.

While the regulations do not require us to provide first aid for anyone other than our own employees, we recognise that it is strongly recommended by the Health & Safety Executive (HSE) and the Department for Education (DfE) that all educational settings consider the needs of non-employees such as students, and visitors when making provision because they are owed a 'duty of care' (DfE [Governance Handbook](#), Section 6.9.13).

This First Aid policy and associated procedures has been put in place to help us meet our legal duty and to ensure we can provide effective first aid in the event of an accident, illness, or injury during school activities.

This policy does not apply to our students who are on work placements because they are covered by the first aid policy of the placement provider who is their employer for the duration of their placement.

## Aims

The aim of first aid is to reduce the effects of injury or illness suffered at work, whether caused by the work itself or not. First-aid provision must be "adequate and appropriate in the circumstances." This means that enough first-aid facilities, equipment, and personnel should be available at all times, taking account of working patterns, to:

- give immediate assistance to casualties with both common injuries or illnesses and those likely to arise from specific hazards at work;
- summon an ambulance or other professional help.

To help us meet our legal duties and commitment to protect the health, safety, and wellbeing of the adults, children, and young people who work or learn with us, this policy and associated procedures aims to:

- Ensure a suitable and consistent level of first aid provision including facilities, trained staff, and equipment both on and off-site during all school activities.
- Ensure we consider the specific medical or health needs of staff, students, and other visitors, where known, when deciding on provision.
- Ensure we communicate clearly to staff, students, and other visitors where they can find first aid assistance, facilities, and supplies if someone becomes ill or injured during school activities.
- Clearly outline the responsibilities of governors/trustees, staff, contractors, and other adult visitors regarding all areas of first aid.
- Provide a framework for responding to an incident that may require first aid.
- Clearly outline how and when to summon medical help.
- Provide a framework for the recording and reporting of all incidents where first aid has been administered, including to parents and carers, and if a serious, to the Health & Safety Executive (HSE) and local child protection agencies where relevant.
- Clearly outline safe procedures for carrying out first aid including hygiene and waste management.

This policy will be reviewed annually in line with the health and safety policy and updated, as necessary.

## Roles and Responsibilities

### 1. The Governing Body

The Governing Body is responsible for drawing up and ensuring the effective implementation of this written first aid policy. They do this by:

- Approving and regularly reviewing the policy and associated procedures,

- Ensuring that first aid needs are assessed and then resourced within the budget, and
- Monitoring policy implementation as part of their regular governance monitoring.

## 2. Headteacher

The headteacher is responsible for the implementation of this policy, including ensuring that:

- An appropriate number of appointed persons and/or trained first aid personnel are present at all times during school activities.
- First aiders have an appropriate qualification, keep training up to date, and remain competent to perform their role.
- All staff, students, and visitors are made aware of first aid procedures.
- Appropriate risk assessments are completed, and suitable control measures are put in place to manage first aid provision.
- Facilities and equipment are suitable and maintained.
- Relevant legal requirements are met, and other school policies are followed as necessary when a first aid incident has occurred e.g. regarding reporting appropriately to the HSE under the Reporting of Injuries Diseases, and Dangerous Occurrences Regulations (RIDDOR) 2013 and relevant child protection agencies.
- First aid arrangements are reviewed periodically and when there has been a significant change in activities, staffing, workplace layout etc.

## 3. Staff

Any member of staff may be asked to undertake first aid tasks, but they cannot be required to do so. Teachers and other staff working with students are expected to use their best endeavours at all times, particularly in emergencies, to secure the welfare of the students in education in the same way that parents might be expected to act towards their children. In general, the consequences of taking no action are likely to be more serious than those of trying to assist in an emergency.

In the event of a claim alleging negligence by a member of staff, action is more likely to be taken against the employer rather than the employee. All employer liability insurance policies cover claims arising from the actions of staff acting within the scope of their employment, including those trained to administer first aid as part of their role.

Different staff may have different responsibilities at different times, but in general all staff are required to:

- Understand school procedures for the provision of first aid and their role and follow them.
- Explain first aid arrangements to:
  - Students as necessary e.g. to a new class or at a new location that students have not been to before;
  - Any external visitor they welcome into school.
- Get first aid supplies from a qualified first aider on duty and not help themselves unless there is an urgent need, and no first aider is immediately available (to help ensure first aid supplies are used appropriately and always available and that we keep good records about injuries at school)
- Appropriately complete an accident, incident, or first aid treatment record as soon as possible afterwards.
- Inform a relevant manager if they become aware that a student, colleague, or visitor has a specific health or medical condition that might significantly impact the provision of first aid e.g. a latex allergy so that appropriate action can be taken to reduce first aid risks.

## 4. First Aider

When our first aid needs risk assessment determines that a first aider is necessary, the minimum training requirement is the Emergency First Aid at Work (EFAW) 6-hour qualification covering the [prescribed content](#) required by the HSE. We might need some staff to have the First Aid at

Work (FAW) 18-hour qualification covering the HSE [syllabus](#). We might also ask certain staff to do a first aid qualification more suited to their specific work activities such as the 12-hour paediatric or the 12-hour outdoor qualification.

First aiders are responsible for:

- Acting as first responders to incidents where first aid may be required.
- Assessing the situation where there is an injured or ill person and providing immediate and appropriate first aid assistance in line with their training.
- Understanding when a student's religion may conflict with emergency medical treatment and what to do.
- Sending students home or triggering the process to send students home to recover, where necessary.
- Filling in the incident report on the same day, or as soon as is reasonably practicable, afterwards.
- Informing parents or carers or triggering the process to ensure someone else informs them.
- Reporting all head injuries, no matter how minor to parents or carers. Our first aiders are - see separate document in the Google Drive - Shared Drives – Staff Area – First Aid

## PROCEDURES

### 1. First Aid Needs Assessment

Our first aid needs are determined by our risk assessment (see Appendix A), and include:

- Our commitment to have people trained to identify and understand mental ill-health symptoms who are able to support someone who is experiencing a mental issue.
- adequate numbers of suitably qualified staff (including names of specialist first aid qualifications like the 12-hour outdoors or 12-hour paediatric first aiders where required);
- identified locations of first aid boxes with complete contents that are not past their expiry dates;
- suitable accommodation for the medical and therapy needs of students, including for the medical examination and treatment of students; and the short-term care of sick and injured students, which includes a washing facility and is near to a toilet facility.
- adequate equipment or kits e.g. suitable playground bum-bag kits to maintain supervision outdoors;
- first aid considerations for off-site visits including travelling first aid kits.

These arrangements are reviewed at least annually in line with the needs of the September intake of students.

If there are concerns about a student's health or wellbeing, appropriate action will be taken in the circumstances, e.g. asking parents or carers to take them home or seek medical advice when they are not well enough to be in school or contacting the emergency services for urgent medical help.

If medical help is required but an ambulance is inappropriate and a parent or carer cannot be contacted, a member of staff will take a students to the nearest NHS walk-in urgent care facility or hospital emergency department.

### 2. Facilities

Schools are required to have a suitable room that can be used for medical or dental treatment when required, and for the care of students who become ill or injured during school hours.

The medical room is located on the ground floor in the main building, near room 3. The door is kept locked and can be opened by key, available from the PTL room or reception. The room is large enough to hold an examination/medical couch, it has washable surfaces and adequate heating, ventilation, and lighting, it contains a sink with hot and cold running water, is close to a

toilet, and is kept clean, tidy, accessible, and available at all times when people are working and learning.

### 3. Equipment and Supplies

The supplies and equipment in the medical room and the contents of school first aid kits are based on our first aid needs risk assessment and further informed by any health or disability information that staff provide and by the Education Health and Care Plans (EHCP) or Individual Health Care Plans (IHCP) in place for individual students.

Kits do not have to comply with British Standard BS 8599-1:2019: 'Workplace first aid kits: specification for the contents of workplace first aid kits', but we look for compliance with this standard in the products we buy.

Suitable supplies for the provision of first aid are in appropriate locations throughout the site and when required, are available for off-site visits or other duties away from buildings in suitable travel packs. If items are missing or stocks running low, the person appointed responsible for stocking first aid containers and ensuring stock past its expiry date is discarded and replaced should be informed.

#### 3.1 Automated external defibrillators

Sudden cardiac arrest is when the heart stops beating, and it can happen to people at any age and without warning. When it does happen, quick action (in the form of early Cardio-Pulmonary Resuscitation – CPR – and defibrillation) can help save lives. A defibrillator is a machine used to give an electric shock to restart a patient's normal heart rhythm when they are in cardiac arrest.

Modern defibrillators are easy to use and safe **however, the emergency services must always be called where and AED is used on a person or requires using.**

On the basis of our first aid needs risk assessment this school has three Automated External Defibrillators (AED) which are kept in the PTL room, Technology staffroom and Mike Bousfield's and Fiona Derbyshire's (joint) office.

Staff who may need to use an AED have been identified and provided with the additional knowledge and skills necessary to use it and develop their confidence.

The person responsible for ensuring that the AED is monitored and maintained according to the manufacturer's instructions, including that the school holds suitable stocks of consumables like the pads. All current first aiders have up to date AED training as part of their first aid course.

#### 3.2 Resuscitation Plan

Trained First Aiders should initiate and follow the chain of survival (4 stages – early recognition and call for help (dial 999 to call an ambulance), early CPR, early defibrillation and early post-resuscitation care) if one person is on the scene, they should immediately call the emergency services (step 1 of the chain of survival) and start CPR immediately afterwards (step 2). If two people are on the scene, one should call the emergency services and request assistance from other staff members who will deter onlookers, while the other starts CPR. The person administering CPR should not leave the casualty unless absolutely essential. Where possible, it is suggested that arrangements will be implemented to enable the AED to be brought to the scene by someone already close to its usual location(s), if this is not practical, the rescuer should remain with the casualty and a second individual should be sent to fetch the AED.

### 4. Mental Health

This school recognises that pupils' mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to

pupils having significantly greater difficulty in learning and attendance than the majority of those of the same age.

The mental health and wellbeing of our staff can also affect children, so we have taken a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. We also have a staff well-being group who meet regularly.

This includes:

1. creating an ethos, policies, and behaviours that support mental health and resilience that everyone understands.
2. helping pupils to develop social relationships, support each other and seek help when they need to.
3. helping pupils to be resilient learners.
4. teaching pupils social and emotional skills and an awareness of mental health.
5. early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services.
6. effectively working with parents and carers.
7. supporting and training staff to develop their skills and resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

Our arrangements include:

A senior mental health lead with strategic oversight of the whole school approach to help us make the best use of existing resources and efforts to help improve the wellbeing and mental health of pupils and staff

- Staff trained in Mental Health First Aid so that they can recognise warning signs of mental ill health and develop the skills and confidence to approach and support someone, while keeping themselves safe.
- Publishing links to external sources of support on our website and signposting to reliable information in other ways.
- Developing specific teaching or support activities e.g., pupil-led campaigns or awareness raising, seeking out materials to use across the whole curriculum to explore positive mental health like books about bereavement or bullying, transition support, group activities like class worry boxes or kindness/compliments boards, friendship or lunch support clubs
- Directing those with serious mental health issues and their families to support from sources which include professionals working in specialist Children and Young People's Mental Health Services (CYPMHS), voluntary organisations and local GP practices.

## 5. Training

First aiders will be trained to the level that the first aid needs risk assessment determines we need them to be trained to and as described in the section on Roles and Responsibilities above and we will keep accurate training records.

When a first aid qualification expires, the member of staff can no longer be considered competent to carry out the role until they requalify, and they will not be assigned first aid duties. This should not deter staff from employing their best endeavours to secure the welfare of students in an emergency when the consequences of taking no action are likely to be more serious than those of trying to assist.

It is no longer mandatory that the shorter 2-day (12-hour) FAW refresher course must be undertaken within 28 days of the previous FAW qualification expiring. It is for us as the employer to determine if too much time has passed, and the member of staff needs to repeat the full course rather than do the shorter refresher.



The person responsible for ensuring that enough first aiders maintain their qualifications to meet the needs we identified in our risk assessment is the Health and Safety Coordinator.

## 6. First Aid Procedures

The first aid system we have developed includes:

- An annual assessment of our first aid needs to prepare for the new intake
- The identification, training, and ongoing management of first aiders and cover arrangements
- The provision of suitable first aid facilities, equipment, and supplies for both on and off-site activities.
- Simple procedures and monitoring of their implementation as set out below.

Young children, those with Special Educational Needs or Disabilities (SEND), and those in a lot of pain may not be able to give a full description of symptoms so additional care is necessary so that injuries or illnesses are not overlooked. If any doubt or concern exists, staff handling the situation should consult other first aiders, key staff, and senior management.

If doubt still exists, the parent or carer should be contacted to ask them to collect their child. If the child remains on the premises, they should be kept under observation for the rest of the day and all relevant supervising staff and a parent or carer informed.

### 6.1 On-site procedures

In the event of an incident that results in an injury or ill-health on the premises:

- The nearest member of staff present will assess the seriousness of the incident and seek any necessary assistance from a qualified first aider. If the situation obviously requires an ambulance, the member of staff who is first on the scene does **not** need to wait for first aid assistance before calling the emergency services. Using the school switchboard or mobile phone, staff must dial 9 for an outside line and then 999.
- The first aider will assess an injury or ill-health in line with their training and decide if further assistance is needed from a colleague or the emergency services and will remain on the scene until help arrives.
- The first aider will provide first aid assistance and treatment in line with their training.
- If an injured person needs to be moved, or a technique like the recovery position used with them, the first aider should make those decisions and act accordingly.
- If the first aider judges that a student is too unwell or injured to remain in school, parents or carers will be contacted and asked to collect their child. The first aider should do this as soon as possible after they make the decision, or they should trigger the procedure that ensures someone else does.
- If emergency services are called, a member of the senior leadership team will contact parents immediately to inform them.
- If the first aider is aware that enhanced cleaning may be required after providing first aid e.g. body fluids have splashed, or the person they treated is likely to have had a serious airborne infection, then they should take steps to prevent access to the area and clean it appropriately or trigger the enhanced cleaning process to ensure someone else will do it *before* returning to normal duties.
- The first aider or other relevant member of staff will complete an accident report form.
- Student Accident Book –Google Drive – Shared Drives – Staff Area – First Aid Staff Accident Book - Official Accident Book located in Reception. The same day or as soon as is reasonably practical after an incident resulting in an injury or ill-health.
- The Head teacher should ensure an official report is made to the HSE under RIDDOR and, where relevant, to local child protection agencies, as soon as possible and within the required timeframe for any incident or outcome that requires it (see also for the [HSE school specific guidance](#) we will follow).

### 6.2 Off-site procedures

In the event of an incident that results in an injury or ill-health during school activities off-site, first aid procedures are identical to procedures on site except for some aspects of preparation and communication.

When taking students off the school premises the visit leader is expected to ensure they:

- Consider the known health and care needs of individual students as well as the likelihood of injury or ill-health considering the activities and locations when deciding appropriate first aid arrangements e.g. Education Health and Care Plans, Individual Health Care Plans, allergies, religious requirements.
- Consider what first aid provision is included by activity providers, or the facilities being used, and always consider the needs on any journeys when deciding the first aid needs on a trip.
- Take steps to protect the medical privacy of students where possible e.g. not placing students in groups supervised by volunteers who would need such information to ensure the student stays safe.
- Carry appropriate first aid supplies within the group(s) during all school activities, especially if separating into sub-groups.
- Check that they and all trip supervisors have suitable and reliable means to communicate with the emergency services and school with them at all times off site (and can keep it charged, will have good signal, have more than one phone available on different mobile networks etc.).
- Carry or be able to access in an emergency, any consent information medical professionals might need about a child receiving necessary emergency medical treatment.
- Carry emergency contact information for parents and carers and strictly follow the protocol on informing them when something has happened.
- Use the appropriate tools to help them keep good records of first aid administration and accidents that occur off site, on the same day they happened if possible.

### 6.3 Visitors, contractors, and hirers of our facilities

When a contractor is working on our site for a period of time, we expect their employer to make arrangements for their first aid cover and we require confirmation from the contractor at any pre-contract meeting with managers that suitable arrangements are being made. This does not mean that it is unreasonable to expect our staff to provide aid in an emergency if for some reason the contractor's arrangements fail.

### 6.4 Contacting parents or carers

Following a minor injury successfully managed in school, parents or carers will receive either a phone call an email/SMS via Edulink One. Following a serious injury, parents should be notified as soon as possible and within 24 hours by the Head teacher or another appropriate member of SLT.

When parents are contacted about a head injury no matter how slight it may have seemed, they must receive information about symptoms of concussion that they might observe their child experiencing in the 24 hours afterwards and when they might need to seek urgent medical attention (see below).

### 6.5 Sporting and head injuries

When a child has sustained an injury (that does not seem obviously very minor like a graze), a first aider should assess the seriousness of the situation and decide on treatment or further action such as whether an ambulance is necessary (if not already summoned), whether parents should be contacted to collect their child so that they can seek medical treatment, or whether staff need to take the child to the nearest urgent care or minor injuries unit.

This can all take time while a child or young person is in pain and distress.

The NHS recommends ongoing [PRICE therapy](#) for minor injuries like those commonly sustained during sports activities (or sometimes children's play) such as sprains and strains as follows:

- **Protection** – protect the affected area from further injury – for example, by using a support.

- **Rest** – avoid exercise and reduce daily physical activity. Use crutches or a walking stick if weight bearing on the ankle or knee is difficult. A sling may help with shoulder injuries.
- **Ice** – apply an ice pack to the affected area for 15-20 minutes every two to three hours. A soft gel pack or bag of frozen peas, or similar, will work well. Wrap the ice pack in a towel so that it doesn't directly touch the skin and cause an ice burn.
- **Compression** – use elastic compression bandages during the day to limit swelling.
- **Elevation** – keep the injured body part raised above the level of the heart whenever possible. This may also help reduce swelling.

Ice packs are not part of any first aid kit that meets the requirements of the voluntary, but recommended British Standards, on appropriate kit contents for employers that we use. Our first aid needs risk assessment identifies that staff, children, or other visitors are likely to sustain the type of injuries that might benefit from the ice element of [PRICE therapy](#) e.g. potentially soothing distress, relieving pain, and reducing swelling, and have decided that the benefits of providing ice packs **do** outweigh the costs in time to implement and tell/train staff to use, money to buy, and effort to manage safely and hygienically.

We will:

- buy disposable ice packs that can be disposed of in the general waste,
- have a system that ensures ice packs are wrapped in a fabric or clothing layers at least as suitable as the NHS recommended towelling before being applied to bare skin to prevent ice burns,
- add packs to the first aid equipment monitoring schedule to ensure they are checked regularly for cleanliness or damage,

Any head injury can be potentially serious. A head injury to a child or young person, however minor it might appear, must be assessed by a first aider, and treated in accordance with current first aid guidance and advice available from [Head injury and concussion - NHS](#).

Recent evidence and research suggest that concussion, particularly as a result of a sporting incident, may result in significant and long-lasting brain injury if not prevented, and when it happens, if not treated correctly. To reduce the risks of a traumatic brain injury in PE, School Sports, & Physical Activity (PESSPA), this school follows national guidelines such as from the Football Association which advise coaches that there should be “no heading [the ball] in training in the foundation phase” (for primary school children or under-11 teams) and puts limits on how much heading older children should do.

We also follow the latest [UK Concussion Guidelines for Grassroots Sport | Sport and Recreation Alliance](#) which builds on the [Scottish sports concussion guidance](#) that we were following.

LPt and DGn also have the Headcase Concussion Certificate which is rugby specific.

Anyone suspected of sustaining a concussion should be assessed in-person by an appropriate healthcare professional or remotely by contacting the NHS on 111 **within 24 hours of the injury**. If there are concerns about other significant injury or the presence of ‘red flags’ (see UK guidance above) then they should receive an urgent medical assessment at a hospital which may mean taking them there or calling 999 for a paramedic to attend.

Even if the injured person seems to have fully recovered from the incident but there has been evidence of impaired consciousness, they **must** be assessed by a medical practitioner.

If the injury is assessed as minor and there was no loss of consciousness so, it does not require referral to a medical practitioner, then the injured person must be kept under observation for the next 24 hours for signs of deterioration and the parent or carer informed of the nature of the injury. A written notification with this advice must be sent home with the child.

It can be normal, even after a minor head injury that did not need any treatment, for the person to experience symptoms such as a slight headache, or feeling sick or dazed, for as long as 2-4 weeks after.

Everyone is unique in their recovery duration, but most symptoms of a concussion resolve within two to four weeks, although some can take longer.

The first aider who dealt with a minor head injury incident must ensure that they trigger the process to inform relevant other staff that a pupil **did not** lose consciousness but they should still avoid intense exercise, challenging work, or sport for the next 24-48 hrs and that they may continue to have mild symptoms (and what the symptoms are and what to do if concerned) for as long as 2-4 weeks.

The first aider who dealt with a more serious head injury incident must ensure that they trigger the process to inform relevant other staff that a pupil **did** lose consciousness and they must avoid intense exercise, challenging work, or sport for the next 24-48 hrs before they begin following a personal 6-stage “graduated return to education, work, and sport programme” over the next 2-4 weeks based on their symptoms (and what the symptoms are and what to do if concerned).

This is so that the members of staff who need to will know:

- How the injury and symptoms might impact the pupil’s participation in the curriculum and other activities like rough play,
- That they need to adjust planned activities where necessary,
- What signs or symptoms to look for,
- To report concerns immediately.

Arrangements to manage pupils using the graduated return will allow us to identify when a pupil’s symptoms have persisted for more than 28 days, and we may need to ensure parents or carers have been advised they need to take their child to their GP for further assessment.

## 6.6 Dental emergencies

Dental emergencies are likely to fall into two categories:

- A student arrives already experiencing dental pain or sepsis, or they develop either during school activities;
- Injuries to the teeth and mouth.

Where a child arrives at school with dental pain or sepsis, the parents or carers will be contacted by a member of the Pastoral Team to find out whether they are aware and have taken, or will be taking, appropriate action. If the child is too distressed or uncomfortable to be in school, parents or carers will be asked to collect them to take them home and seek the appropriate dental care through their own dentist or by calling 111 for advice on finding a dentist if they do not have one.

In cases of dental accident, such as teeth being fractured or knocked out, parents or carers will be contacted to ask them to take their child for potentially urgent dental treatment.

Regardless of the cause, if a student is experiencing severe dental pain, heavy dental bleeding, or injuries to the face, mouth, or teeth, they should be taken to the Accident & Emergency (A&E) department of a hospital for assessment and treatment.

If teeth have been knocked out or fractured, every effort should be made to find any missing teeth or pieces. These will be put into a container and covered over with milk or saliva (but **only** the saliva of the person whose teeth they are and **never** anybody else’s). On no account should anyone attempt to put back in a child’s mouth a tooth or part of a tooth.

If parents or carers cannot be reached or staff are unsure what action to take next, we will seek NHS advice on 111 or we will take the student to the nearest A&E.

## 6.7 Transporting ill or injured students

### *Emergency response*

In an emergency that requires immediate professional medical assistance, an ambulance will be summoned. Using the school switchboard or a mobile phone, staff must dial 9 for an outside line and then 999.

If an injury is thought to be serious but there is some doubt, the person in charge at the scene should not hesitate to summon emergency services. In this situation, staff should not attempt to take a student who is potentially seriously injured to hospital in a private vehicle.

The emergency contacts procedure for the injured student will be activated and parents or carers will be advised to come to the school or go directly to the hospital their child will be or is being taken to. Where a parent or carer is able to accompany the student in the ambulance, a school employee will not usually need to be further involved. If the parent or carer will be meeting the student at hospital, a school employee will accompany the student in the ambulance and wait with them until the student's parent or carer arrives. Travel arrangements for the member of staff who accompanies a student to hospital to be able to return to school will also be made.

### ***Site access for emergency services***

Access to the school site for the emergency services needs to be available at all times without delay. Where access is restricted for security reasons, the procedures for summoning help will include details of the designated people who can do this task very quickly.

If the response will be an Air Ambulance, it will be the responsibility of the helicopter pilot to determine the safety aspects of any landing site (atmospheric conditions, adjacent buildings, overhead cables, trees, people on the ground etc.) and school staff will need to keep the area clear or provide support to any ambulance crew on the ground directing other aspects of the emergency response.

### ***Non-emergency response***

In situations that do not require immediate professional medical assistance but where a student needs to go home to recover or it is felt that medical advice should be sought by parents or carers, we will contact the students' listed emergency contact to advise what has happened and request that they arrange to collect their child from school.

### ***Use of staff vehicles***

If parents or carers do not have access to suitable transport and a taxi is not appropriate or available, the Head teacher has the discretion to arrange for a school employee to use their own private vehicle to take the injured student (and their parent or carer) to the nearest urgent care facility and a mileage allowance will be payable. The Head teacher will first consider:

- the personal safety of the employee;
- the condition of the injured student and whether it is likely to deteriorate during the journey;
- weather/road conditions at the time;
- whether the duties of the absent employee will be adequately covered;
- whether the employees' car is insured for business use including the carriage of people;
- the condition/roadworthiness of the employees' vehicle.

Drivers are not able to actively supervise or care for ill or injured passengers while driving so it may be necessary for another adult to also accompany them. This may mean waiting for a parent to arrive at school before setting off or taking another member of staff.

### ***Use of taxis***

In limited emergency circumstances where a parent or carer needs and cannot arrange transport for their child, school can arrange for a student to be transported home in a taxi. A member of staff will accompany the student in the taxi if their parents or carers are unable to.

### ***Handover and decision-making***

The Head teacher or senior Manager on duty will endeavour to contact the parent or carer of an injured student to make arrangements for the necessary treatment.

If the parent/carer cannot be reached, it is the responsibility of the Head teacher or Manager to make appropriate arrangements and to contact the parent/carer at the earliest opportunity. Until that has been done, the Head teacher or Manager is responsible for the student. It should not be left to the hospital, doctor, or police to notify the parents, although they may wish to do so.

The responsibility for deciding whether medical treatment, such as an operation is required rests with the medical professionals treating a child. However, if it has not been possible to contact the parent or carer, school staff should present any written consent for the child to receive necessary emergency medical treatment obtained from parents.

Where a child or their family is known to hold beliefs or follow customs which limit the kind of medical treatment, they can receive e.g. Jehovah's Witness, we are obliged to do no more than ensure medical staff are aware of this. Whether a child receives such treatment is a decision that, in the absence of anyone with parental rights and responsibilities, rests with the medical professional and the child, dependent on their assessment of the child's competence to make such a decision.

In circumstances where staff return an ill or injured student home, but the parent or carer is not in a position to seek the appropriate treatment, staff must satisfy themselves before leaving, that suitable arrangements can be made for adequate treatment.

## 7. Infection Control

### 7.1 General precautions

The following hygiene precautions are recommended as safe practice for all staff. They are common sense precautions that will protect against blood borne viruses and infections that may be transmitted via blood or bodily fluids. For more information refer to KAHSC Safety Series - Medical: [M06 - Protection against Blood Borne Infections/Viruses \(BBIVs\)](#) and the UK Health Security Agency (UKHSA) guidance '[Health Protection in Schools and Other Childcare Settings](#)'.

- Always keep cuts or broken skin covered with waterproof dressings.
- Wear disposable vinyl gloves when contact with blood or bodily fluids is likely.
- Avoid direct skin contact with blood or bodily fluids.
- If blood is splashed onto the skin, it should be washed off immediately with soap and water.
- Splashes into the eyes or mouth should be washed immediately with plenty of water.
- If a sharps injury is sustained or blood is splashed into the eyes or mouth, or onto cut or broken skin, medical advice should be sought promptly.
- Always wash and dry hands after removing gloves.
- Always wash and dry hands before and after giving first aid.
- Educate employees as well as children and young people of the need to avoid contact with other people's blood and body fluids and to wash and dry their hands before meals and after using the toilet.

First aiders who believe they are at significant personal risk of contracting the Hepatitis B virus through their first aid duties may wish to consider additional protection against it through vaccination. Requests must be directed to the Business Manager who may arrange a vaccine or approve reimbursement of the costs for employees who arrange it themselves (on provision a receipt).

When there are significant risks from an airborne infection such as during a local or large scale public health incident, there may be additional protective hygiene precautions that a first aider needs to take when being in close contact with someone they are providing first aid treatment to. This might include protective clothing like a gown, a medical grade water-resistant face mask, and a face visor to prevent infection spread from body fluids getting onto clothing or into the eyes, nose, or mouth through coughing, spitting, vomiting etc. When additional precautions need to be taken, all first aiders will be informed and provided with access to suitable resources and training in how to use them safely.

### 7.2 Dealing with spills of body fluids

All spillages of blood, urine, faeces, saliva, vomit, nasal, and eye discharges should be cleaned up immediately. Staff present during an incident involving a body fluid spill should:

- Cordon off the affected area to keep people away.
- Cover the spill with an absorber e.g. paper roll, hand towels etc. to prevent germs becoming airborne before it can be cleaned properly.
- Trigger the cleaning procedure immediately i.e. clean it up or arrange for it to be cleaned as soon as possible.

Staff cleaning up a body fluid spill must:

- Wear the correct Personal Protective Equipment (PPE) such as an apron and gloves when dealing with spillages and don it properly.
- Clean up the spillage i.e. remove the absorber, double bag the waste, and place it in general waste bin outside where possible.
- Clean the area carefully with warm soapy water, using either disposable cloths or wipes.
- Clean the wider affected area, ensuring this includes places like the underside and legs of desks/tables/chairs etc.
- Disinfect surfaces and soft furnishing where possible where necessary by wiping or laundering them with a product that claims to kill bacteria and viruses.
- Clean contaminated cleaning equipment afterwards in accordance with the manufacturer's instructions e.g. wash and dry buckets, wash reusable mop heads separately from other laundry items.
- Remove or doff PPE carefully and dispose of it appropriately.
- Wash and dry hands thoroughly.

The spill kits are kept in the Site Managers Office for easy access but secure from unauthorised access at all times.

A kit should always comprise:

- Coloured plastic bucket clearly labelled "Spill Kit";
- Kitchen roll or similar paper to place on spillage or absorbent granules;
- At least 2 or more plastic bags (without vent holes);
- Apron and gloves (and a medical face mask and eye protection or information about getting a face mask and eye protection if concerned about splashing and airborne transmission of infection).

### ***Carpets and upholstery***

Where a spillage has occurred on carpets or upholstery that cannot be laundered, it should be treated as outlined above e.g. remove solids, absorb liquids, and apply a suitable cleaning solution considering first whether the fabric is chlorine resistant and will not be damaged significantly.

The spillage should then be cleaned using a vacuum carpet and upholstery or steam cleaner obtained from a member of the site team

Equipment used to clean the spill of body fluids should then be cleaned in accordance with the manufacturer's instructions.

## **7.3 Disposal of waste**

Waste involving body fluids falls under the definition of 'clinical waste' and its disposal is regulated. The small quantities produced through ordinary school activities should mean that no special clinical waste collection is required if waste is disposed of carefully in the general waste as follows:

- All flushable waste such as faeces, vomit, small quantities of tissue (not paper towels) etc. should be disposed of in appropriate amounts down the foul water system via a toilet taking care not to block it.
- Used paper towels and other non-flushable solid waste materials together with gloves and aprons etc., should be placed in a plastic waste bag or sack (without vent holes in it), top tied and placed in another bag and tied again i.e. double bagged, before being placed in the outside general waste collection bin.

When using bespoke absorbing materials such as those in hazard disposal packs, the manufacturer's instructions for storage, use and disposal must be adhered to.

If, for any reason we begin to produce large quantities of clinical waste, we will review waste collection arrangements and may institute a contractual disposal arrangement with a suitably licensed waste contractor.

## 8. Recording and Reporting

This school will keep a record of any first-aid treatment given. The record will include:

- the date, time, and place of the incident;
- the name (and class) of the injured or ill person;
- details of the injury/illness and what first-aid was given;
- what happened to the person immediately afterwards (for example went home, resumed normal duties, went back to class, went to hospital);
- the name and signature of the first-aider or person dealing with the incident.
- Student Accident Book – Google Drive – Shared Drives – Staff Area - First Aid Staff Accident Book - Official Accident Book located in Reception.

First aiders are expected to record the first aid they have given the same day they gave it or as soon afterwards as is reasonably practical.

Parents or carers should be informed of any accident or injury sustained by their child and any first aid treatment given on the same day, or as soon as reasonably practicable afterwards (see section 6.5).

When the reason for the administration of first aid is an accident, staff are expected to also follow the school policy on accident recording and reporting which may include to the HSE under the Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR 2013), to relevant local child protection agencies, Please refer to the Health and Safety Policy.

## 9. Administering Medicines

Although there may be times off site when a first aider will carry necessary medicines inside a travel first aid kit for safe carriage and convenient access reasons, medicines are never kept in other first aid containers and administering medicines is not part of first duties or standard training We might arrange for staff to attend first aid training courses that include administering an adrenaline auto-injector or salbutamol inhaler, but this is additional to the first aid element and not part of it. Once they are also trained in school procedures, such staff can be authorised to administer school supplies of those medicines. In an emergency, any member of staff, even those who are not trained or authorised, can administer adrenaline or salbutamol to a pupil including when we do not hold written parental consent but only under the direction of an appropriate medical professional e.g., a paramedic after calling 999 or an NHS advisor on 111.

All staff undergo general awareness training in relation to the school's policy and procedures for Supporting Pupils at School with Medical Conditions and the most common conditions they might be involved in managing e.g. asthma, diabetes, epilepsy, and anaphylaxis. Some staff will receive more specific training (delivered by a competent health professional where necessary) if they also administer medicines or carry out medical procedures like gastrostomy care.

Details of students with food allergies are adequately communicated to all school meal providers, teachers especially in food technology, and wrap around care providers e.g. breakfast and after school clubs.

The management of pupils at school with medical conditions is outlined separately in our Policy and Procedures on Supporting Students at School with Medical Conditions in the Google Drive – Shared Drives – Staff Area – Policies and Procedures

It is not the responsibility of trained first aiders to administer medicines, although a first aider may be additionally trained and authorised to do so in accordance with our procedures on it.

Any medicine, whether prescription or not, may only be administered by authorised staff and only on the written instruction of the parent/guardian. Students who suffer from severe migraine or severe period pains may be given paracetamol-based pain relief following written, or in urgent cases, verbal consent from the parent/guardian. Aspirin should **not** be administered to anyone under the age of 16 unless prescribed to them by their doctor.



## 10. References

The Health and Safety (First Aid) Regulations 1981, which state that employers must provide adequate and appropriate equipment and facilities to enable first aid to be administered to employees, and qualified first aid personnel.

The Management of Health and Safety at Work Regulations 1992, which require employers to assess the risks to the health and safety of their employees.

The Management of Health and Safety at Work Regulations 1999, which require employers to carry out risk assessments, make arrangements to implement necessary measures, and arrange for appropriate information and training.

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013, which state that some accidents must be reported to the Health and Safety Executive (HSE) and set out the timeframe for this and how long records of such accidents must be kept.

Social Security (Claims and Payments) Regulations 1979, which set out rules on the retention of accident records.

The School Premises (England) Regulations 2012, which require that suitable space be provided to cater for the medical and therapy needs of students.

DfE statutory guidance for *all state funded* schools and recommended for any organisation that provides support to children, [Supporting pupils with medical conditions at school](#) and our Supporting Pupils with Medical Conditions Policy & procedures.

DfE non-statutory guidance for all schools on [Mental health and behaviour in schools](#).

DfE statutory guidance for all schools on [Relationships Education, Relationships and Sex Education and Health Education](#) and the optional supporting HTML [Teaching about relationships, sex and health](#).

Anna Freud National Centre for Children and Families guidance on becoming a [Mentally Healthy School](#).

UKHSA guidance [Health Protection in Schools and Other Childcare Settings](#)

Controlled drugs lists: [Schedule 2 to the Misuse of Drugs Act 1971](#) and [Schedules 1 to 5 to the Misuse of Drugs Regulations 2001](#)

[The NHS website - NHS \(www.nhs.uk\)](#)

HSE guidance, [Blood Borne Viruses in the Workplace](#)

KAHSC General Safety Series [G02: Managing First Aid in Schools and Childcare Settings](#)

KAHSC Medical Safety Series [M06: Protection against Blood Borne Infections/Viruses \(BBIVs\)](#)

KAHSC Medical Safety Series [M07: Managing Head Injuries](#)

## First Aid Needs Risk Assessment: APPENDIX A

<b>Name of site:</b>	<b>KIRKBIE KENDAL SCHOOL</b>	<b>Department (if appropriate):</b>	
Tick the box corresponding to the overall category of risk you consider the site/workplace to be (see next section for further information).		Lower risk <input type="checkbox"/>	Medium risk <input checked="" type="checkbox"/>
If the site is not considered to be 'higher risk' overall, list opposite any parts/areas of the workplace or particular activities or special hazards that are considered higher risk e.g., physical education, workshops, science, extreme sports etc.			
During what times is the area open to employees and non-employees?		Open to employees: <b>7.30am – 6.00pm</b>	Open to non-employees: <b>8.30am – 4.30pm</b>
State the maximum likely number of persons on site at any one time. Include non-employees (students, service users, visitors, etc.):		<b>1300</b>	
State the number of each type of first aid personnel available at the site/workplace:	Appointed persons:	Emergency First Aiders:	First Aiders: <b>22</b>
State the suggested number of first aid personnel that should be available at the site/workplace in accordance with the table below:	Appointed persons:	Emergency First Aiders:	First Aiders: <b>13</b>
State the number of additional personnel to be trained to achieve the suggested appropriate number (see table below). Consider cover for hazardous areas, normal operating hours, planned absences e.g., maternity/annual etc. leave, CPD events, trips.	Appointed persons:	Emergency First Aiders:	First Aiders:
State the name of the person responsible for ensuring that refresher training is carried out before it expires:		<b>KIM ELLIOTT</b>	

### Suggested minimum number of first aiders - To be considered alongside the first aid risk or needs assessment which may identify greater needs

Category of Risk	Number employed/ public at location	Suggested number of first aiders
Lower risk (e.g., offices, shops, libraries)	Fewer than 50: 50 – 100: More than 100:	At least one appointed person At least one emergency first aider At least one first aider for every 100 employed/members of public
Medium risk (e.g., schools, residential settings)	Fewer than 20: 20-100: More than 100:	At least one appointed person At least one emergency first aider OR first aider for every 50 employed/members of public At least one first aider for every 100 employed/members of public
Higher risk and special hazards	Fewer than 5: 5-100:	At least one appointed person At least one emergency first aider for every 50 employed/members of public

(e.g., light engineering, warehousing, construction, extensive work with dangerous machinery or sharp instruments)	More than 100:	At least one first aider for every 50 employed/members of public
Young children aged 5 and under:	At least one trained paediatric first aider at all times when children aged 5 and under are present on & off-site	

## First Aid Needs Risk Assessment: Considerations

Workplace issues to consider and guidance in providing first aid are contained on this page. If additional first aid needs are identified you should record this information in the box overleaf.

Questions to Consider	Best Practice to Consider
Are there high-risk activities such as use of chemicals or dangerous machinery?	<ul style="list-style-type: none"> <li>• Provide first aiders, even if the numbers that occupy the premises requires appointed persons only.</li> <li>• Additional training for first aiders to cover any special procedures they may need to carry out e.g., epi-pens.</li> <li>• Additional first aid facilities or equipment according to need e.g., first aid room, eyewash station, emergency shower, blunt ended stainless-steel scissors where clothing may need to be cut away etc.</li> <li>• Locate equipment in sufficient different places, appropriately close to hazardous areas and hand washing facilities.</li> <li>• Any special arrangements necessary with the emergency services e.g., access, hazards.</li> </ul>
<p>Are there different areas where different levels of risk can be identified e.g., laboratory, kitchen etc.?</p> <p>Do records, such as incident/accident reports indicate that injury or ill health is more likely in certain locations or that the types of injury sustained require a certain response?</p> <p>Mid-day supervisors may require 'bum bags' or similar with basic limited supplies which allow treatment to be provided outdoors in preference to reducing the supervision ratio by treating indoors.</p>	<ul style="list-style-type: none"> <li>• Provide first aiders in those locations, even if the numbers that occupy the premises requires appointed persons only.</li> <li>• Locate appropriate equipment close to those areas as well as other central locations like reception etc.</li> <li>• Decide whether ice packs are necessary to treat the distress, pain, and swelling associated with the minor injuries the NHS recommends PRICE therapy for.</li> <li>• Adequate provision for lunch times and breaks as well as encouraging such supervisors to undergo relevant first-aid training.</li> </ul>
<p>Are there young or inexperienced workers on site, or employees with disabilities or special health problems who are at greater risk?</p> <p>Do children and young people who use the premises have, learning or physical difficulties?</p>	<ul style="list-style-type: none"> <li>• Additional training for first aiders.</li> <li>• Additional first aid equipment.</li> <li>• Local siting of first aid equipment.</li> <li>• Special cover arrangements for any work experience, trainee, or apprenticeship placements.</li> </ul>
Are the premises spread out on split sites or is it a multi-occupancy building?	<ul style="list-style-type: none"> <li>• Equipment and personnel may need to be located in each building and/or floor depending on circumstances.</li> <li>• Agree with contractors (e.g., catering, cleaning, maintenance providers) on joint first-aid provision for their employees.</li> </ul>
<p>Do staffing levels change significantly e.g., out-of-hours clubs or extended services?</p> <p>Is cover sufficient for fundraising events, open evenings, entertainments etc.?</p>	Ensure the number of first aid personnel is adequate at all times the building is operational, including holiday cover.

Do staff work on sites occupied by other employers?	Ensure arrangements with other site occupiers make adequate first aid provision and are agreed in writing.
Do staff work alone?	Ensure all staff know where the first aid supplies are.
Are there sufficient first aiders to cover off-site visits?	Depending on the nature of the visit and the location more than one first aider may be required.
Is there sufficient provision to cover absences of first aid personnel?	Determine what cover is needed for planned absences e.g., annual leave, off-site visits; unplanned and exceptional absences e.g., illness and extended sessions.

## First Aid Needs Risk Assessment: Action

<b>Actions identified</b>		<b>By whom (name) &amp; when (date)</b>	
<ul style="list-style-type: none"> <li>• <b>Ensure First Aid kits are reviewed regularly</b></li> </ul>		<b>Receptionists - termly</b>	
<b>Assessor's name (please print):</b>	<b>Assessor's signature:</b>	<b>Date assessment completed:</b>	
A suitable manager should sign to declare that this assessment is a reasonable reflection of actions required.			
<b>Line Manager's name (please print):</b>	<b>Line Manager's signature:</b>	<b>Review Schedule</b>	
		Date received:	
		Date for review:	
<b>Date of review</b>	<b>Reviewed by (name)</b>	<b>Comments</b>	