



ASTHMA & ALLERGY-FRIENDLY SCHOOL



A MANAGEMENT PLAN TO INCORPORATE THE 5 KEY
AREAS THAT CREATE A SAFE AND HEALTHY LEARNING
ENVIRONMENT FOR PUPILS WITH ASTHMA AND ALLERGIES

www.teachhealth.co.uk

ABOUT TEACH

Training & Education Around Child Health



We are a team of highly experienced Registered Nurses with current clinical practice in managing pupils with medical conditions.



We currently support 120 schools and colleges and have trained over 20,000 school staff.



98% of school staff tell us our training is essential to their role.

MISSION

Our mission is to empower schools to reach and maintain the gold standard in the safe and effective management of pupils with asthma and allergies.

VISION

Our vision is for all children and young people with asthma and allergies to have a positive experience of school life, to play a full and active role, and to remain healthy and happy.

WHY ALL SCHOOLS MUST HAVE AN ASTHMA & ALLERGY MANAGEMENT PLAN

The number of pupils with asthma and food allergies is growing every year. The conditions are closely linked and on average there are 2 or 3 children with asthma and/or allergies in every standard-size classroom.

Both conditions are potentially life-threatening and unpredictable. In the UK, 17% of fatal allergic reactions in children and young people happen while at school; and it is believed that 90% of asthma deaths may be preventable. The common causes of these preventable deaths are overlooking early signs and delays in seeking treatment.

Therefore, in line with Supporting Pupils at School with Medical Condition (DfE 2015) schools need to have a robust management plan in place for the safe, effective and efficient management of pupils with asthma and allergies.

INCIDENTS OF FATAL OUTCOMES IN SCHOOLS

A PUPIL'S EPIPEN WAS OUT OF DATE AND THERE WAS NO BACKUP

SCHOOL STAFF MISSED THE SIGNS OF ANAPHYLAXIS AND TREATED A PUPIL FOR AN ASTHMA ATTACK

A PUPIL THREW CHEESE AT HIS ALLERGIC FRIEND AND CAUSED A FATAL ANAPHYLACTIC REACTION

SCHOOL STAFF UNKNOWINGLY GAVE A PUPIL A DESSERT THEY WERE ALLERGIC TO

WHAT IS ANAPHYLAXIS?

The most severe and often sudden allergic reaction a pupil can have is called anaphylaxis.

It happens when a pupil with allergies is exposed to something they are allergic to, known as an allergen.

A reaction progresses rapidly once the first symptoms develop, but those first symptoms can sometimes take up to 2 hours to develop. An anaphylactic reaction is potentially life-threatening and always requires an immediate emergency response.

The pupil must be injected with an adrenaline auto-injector (AAI) immediately as delays in giving adrenaline have been associated with fatal outcomes.



7 COMMON MISTAKES SCHOOLS MAKE MANAGING PUPILS WITH ASTHMA AND ALLERGIES

1. THERE IS A FALSE BELIEF THAT FIRST AID TRAINING IS ADEQUATE TRAINING FOR SCHOOL STAFF IN ASTHMA, ANAPHYLAXIS, AND ALLERGY AWARENESS

Although First Aid training is great for ensuring staff know how to react in an emergency, it does not teach allergy awareness and prevention. First Aid teaches how to react after the fact, whereas schools need to also consider how to reduce the risk of an allergic reaction happening in the first place.

2. ONLY SELECTED SCHOOL STAFF ATTEND TRAINING ON ASTHMA AND ALLERGIES

Any member of staff who interacts with pupils should be able to recognise the signs and symptoms of an asthma attack or an allergic reaction; and know what action to take. There is no way of knowing when or where an allergic reaction will occur, and no time to call for a trained member of staff. Anaphylaxis progresses rapidly and staff have several minutes to respond. All staff must be confident in recognising and responding to a severe allergic reaction and an asthma attack.

3. SCHOOLS ARE NOT KEEPING UP TO DATE WITH CURRENT ADVICE

Keeping up to date means being aware of new recommendations. For example, new evidence suggests that banning food containing common allergens from school such as nuts, does not reduce the risk of accidental exposure and may be more dangerous by creating complacency and a false sense of security in the school. Advice now is for schools to be allergy-aware rather than allergy-free and recommendations are for schools to practice whole school allergy awareness.

4. SCHOOLS DO NOT HAVE AN ASTHMA AND ALLERGY POLICY

A policy provides the school community with a set of guidelines to follow and sets out a clear standardised approach to how the school manages pupils with asthma and allergies. An asthma and allergy policy provides clarity and consistency and ensures a whole school approach in managing pupils with these conditions.

5. SCHOOLS OVERLOOK THEIR RESPONSIBILITIES IN SUPPORTING PUPILS WITH ASTHMA AND ALLERGIES TO MANAGE THEIR OWN CONDITIONS

Evidence shows that empowering children to manage their own medical conditions leads to better outcomes and schools play a role in supporting pupils with this through education programmes and one to one support.

6. WELL-MEANING STAFF CAN UNINTENTIONALLY STIGMATISE PUPILS WITH ASTHMA AND ALLERGIES

Outdated policies such as asking a child with allergies to sit alone during mealtimes or explaining that the class cannot do something because of another pupil's allergies can negatively impact the allergic pupil. These actions may result in pupils being bullied or feeling excluded.

7. PEER ALLERGY BULLYING MAY STEM FROM RESENTMENT, OR A LACK OF AWARENESS AND MANY SCHOOLS DO NOT ALWAYS ACKNOWLEDGE THIS

Pupils with allergies may be bullied because other pupils perceive accommodations as special treatment. Raising awareness of allergies and asthma across the school community will increase understanding and empathy. Coupled with evidence-based policies, this can prevent any perceptions of special treatment.



WE ASKED TEACHERS AND SCHOOL STAFF TO COMPLETE A SURVEY ON THEIR EXPERIENCE IN MANAGING PUPILS WITH ASTHMA AND ALLERGIES

THE RESULTS IDENTIFIED 3 MAIN AREAS OF CONCERN

Teachers and school staff told us they:

Lack Clarity in their role, responsibilities and accountability. They worry they are unprepared and would not know what to do if a pupil had a severe allergic reaction or an asthma attack.

Lack Confidence in their ability to adequately support the social and emotional needs of pupils with asthma and allergies.

Feel Unsafe and out of control, and worry is their school effective enough in reducing the risk of pupils being exposed to their allergens.

REVIEWING THE LITERATURE AND RESEARCH ON MANAGING ASTHMA AND ALLERGIES IN SCHOOLS, THE 3 MAIN AREAS OF CONCERN IDENTIFIED STEM FROM A LACK OF DEVELOPMENT IN 5 KEY AREAS



Policy & Procedures

Robust policy and procedures provide clear guidance on the implementation of standardised strategies to manage pupils with asthma and allergies



Pupil Pathway

A structured pathway from admission to transition creates clarity and confidence in supporting the pupil with asthma and /or allergies



Professional Proficiency

Annual whole school staff training, regular information updates and allocated time for case study discussions breeds an environment of confident and competent school staff



Peer Perception

Educating all pupils and their families on asthma and allergies normalises these medical conditions and creates an inclusive school community



Prevention Protocol

A coherent prevention protocol integrated across the school secures a safe educational environment for pupils with asthma and allergies

THE GOLD STANDARD

ASTHMA AND ALLERGY-FRIENDLY SCHOOL PROGRAMME

To address these challenges, we have developed a programme that supports schools with developing and implementing approved processes to transform their community into a Gold Standard Asthma & Allergy-Friendly School.



GOLD STANDARD ASTHMA & ALLERGY-FRIENDLY SCHOOLS HAVE:

CLARITY

A standardise system in place that provides the school community with stability and direction in managing pupils with asthma and allergies



CONFIDENCE

School staff who are confident and competent in their interaction and management of pupils with asthma and allergies

SAFETY

A reputation for being safe, inclusive, and caring, and they provide the best possible chance for pupils with asthma and allergies to be happy and successful in their education

FIND OUT HOW YOUR SCHOOL IS CURRENTLY PERFORMING

Answer 20 simple yes/no questions to learn how well your school is following statutory guidance and best practice in managing pupils with asthma and allergies.

Scan the QR code or go to:
asthmaallergyfriendlyschool.scoreapp.com



PROGRAMME CONTENT

Schools are supported through the implementation of a step-by-step programme covering the 5 key areas within a 12 week timeframe.

Training and resources are aimed at 3 levels of school staff:

Level 3: Senior leadership/SENCO/Asthma & Allergy Lead *

Level 2: Teachers and class-based staff

Level 1: All school staff (including site manager, admin, supply and after school club staff for example)

LIVE VIRTUAL TRAINING 60 – 90 minute sessions on each of the 5 key areas held after school hours. Training covers statutory guidance and best practice and demonstrates how to implement resources provided.

Level 3: Procedure Policy & Pupil Pathway

Level 2: Peer Perception & Prevention Protocol

Level 1: All school staff to complete annual Asthma, Anaphylaxis & Allergy Awareness accredited training



ELEARN PORTAL: 24 hour access to accredited Asthma, Anaphylaxis & Allergy Awareness eLearn programmes for school staff who prefer this option of training.

STAFF TRAINING DATA REPORTS: Monthly reports to monitor staff training. This will identify staff who have completed the training and when their certificate is due to expire.

BIMONTHLY UPDATES: School staff receive bimonthly newsletters containing updates and curated content to refresh knowledge and keep informed of new recommendations.

TOOLS & RESOURCES: Exclusive access to a dashboard of tools and resources to assist in implementing the 5 key areas. Including policy and procedure templates, posters, flow charts, information sheets, pupil lesson plans across key stages, education materials and assembly PowerPoints.

COMMUNITY SUPPORT: Access to our community of like-minded Gold Standard Asthma & Allergy-Friendly schools to share ideas, challenges, and successes.

***SCHOOL COMMITMENT:** Schools are asked to nominate an Asthma & Allergy Lead, plus a minimum of 1 assistant, who act as key representatives in the coordination and implementation of the Asthma & Allergy Friendly School Programme.

LEVEL 3 Senior Leadership/SENCO Asthma & Allergy Lead*



Policy & Procedure:

Asthma & Allergy Policy
Emergency Response Plan
Emergency Inhaler & Spare AAI
Managing Medicines



Pupil Pathway:

IHCP & Emergency Action Plan
Individual Risk Assessment
Emergency Medications
Pupil Assessment

LEVEL 2 Teachers & Class Staff



Peer Perception:

Education programmes
and information for peers
and families



Prevention Protocol:

Avoidance Strategies
Food labelling

LEVEL 1 All School Staff



Professional Proficiency:

High Impact AAA training
Bimonthly newsletter updates

THE GOLD STANDARD ASTHMA & ALLERGY FRIENDLY SCHOOL AWARD

Schools that demonstrate successful implementation of statutory guidance and best practice in the approved '5 Key Areas' are awarded The Gold Standard Asthma & Allergy-Friendly School Certificate & Crest.

The certificate can be framed and displayed in the school reception area, and the logo presented on websites and school stationary, to showcase your schools high performance and commitment to safely managing pupils with asthma and allergies.

For further information please contact us on 020 8720 6635 or email us at info@teachhealth.co.uk.



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