

# First Aid and Medical Conditions

## Introduction:

The [Health and Safety \(First Aid\) Regulations 1981](#) sets out requirements that education settings will need to assess and inform staff about:

- The number of first-aiders (trained to paediatric standards if there are pupils under 5 years old)
- Their equipment, accommodation, recording and reporting arrangements.
- A first-aid assessment should include the likely risks to students, visitors and staff.

## Statutory Requirements:

**It is a statutory requirement for education settings to ensure that:**

- Policies and procedures are in place to meet the health needs of all students, in full partnership with parents, carers and health professionals; and written records of any medication administered are kept.
- They are compliant with national guidance.
- The setting, healthcare professional, parents, carers and student agree, if possible about implementing a healthcare plan
- Clear information about roles and responsibilities is given to **all** staff and volunteers about arrangements for the administration of medicines, support and care.
- Staff and volunteers know what to do and respond appropriately when they become aware that a student with a medical condition needs help.
- Staff receive appropriate training, instruction and guidance prior to being asked to administer medicine, support, or care to students.
- Parents and carers' consent should be sought before any medication and care is given.
- Students who are competent to manage their own medication and care should be supported to do so with parental consent or if the student is judged to be 'Gillick Competent'.
- Prescribed controlled drugs must be kept securely (but accessible) in a non-portable container, unless the student is deemed competent and safe to have it in their possession.

## National guidance:

[First Aid in Schools, DfE 2014](#)

[Health and Safety: advice for schools, DfE 2018](#)

[Statutory Framework for EYFS 2021](#)

[First Aid at Work, HSE](#)

[Supporting pupils at school with medical conditions, DfE 2015](#)

[Special educational needs and disability \(SEND\) - GOV.UK](#)

[Ensuring a good education for children who cannot attend school because of health needs, DfE 2013](#)

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## Key points to consider:

- The size of the setting, and whether it is on split sites or levels.
- The location of the setting in relation to the emergency services
- Informing the local **emergency services** in writing of the setting's location and any circumstances that may affect access.
- Emergency services should be given clear instructions regarding where and whom to report to on arrival.
- Any **specific hazards** or risks on site, e.g., hazardous substances, dangerous tools or machinery, or temporary hazards such as building and maintenance work.
- Any specific health needs or disabilities of students and staff
- The age range of students (this can affect the type of first-aid provision and materials required)
- All staff and visitors should know how to contact a first aider and locate first aid equipment and facilities.
- Procedures should be in place for contacting a student's parents or carers.
- The governing body, senior manager or Head Teacher should review the setting's first aid needs at least annually to ensure the provision is adequate and standards are being met.

## First-aid Personnel:

### When considering how many are required you should consider:

- Adequate provision for lunch times and breaks: it is good practice to encourage lunchtime supervisors to undergo first-aid training.
- Adequate provision for annual leave and other absences
- First-aid provision for off-site activities, e.g., educational visits, **ensuring adequate provision remains on site.**
- Adequate provision for practical areas such as science, technology, home economics and physical education departments
- Provision for 'out-of-school-hours' activities, e.g., sports and clubs
- Agreements with contractors (e.g., meal providers) on joint first-aid provision for their employees
- Provision for trainees working on-site; they have the same status as staff for health and safety purposes.
- Agreed procedures for emergencies in isolated areas such as the playing field.
- At least one person who has a current paediatric first aid certificate must be on the premises at all times when children 5 and under are present, and must accompany said children on outings.

## Record-keeping and Reporting:

### Record-keeping:

Settings should keep a record of any first-aid treatment given by first aiders and trained appointed persons. This should include:

- The date, time and place of the illness, incident or injury
- The name (and class) of the injured or ill person
- Details of the injury or illness and what first-aid was given.
- What happened to the person immediately afterwards (for example, whether they went home, resumed normal duties, went back to class, or went to hospital)
- The name and signature of the first-aider or person dealing with the incident.

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## Reporting:

- [Some accidents are reportable](#) to the HSE under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).
- Education settings should ensure that all students with medical conditions are properly supported to have full access to education.
- Governing bodies/proprietors have a duty to arrange suitable full-time alternative education for pupils who cannot attend school because of illness.
- Children with medical conditions and disabilities are more likely to have safeguarding needs and be vulnerable to abuse, and they may be entitled to an assessment as a 'child in need' (Children Act 1989) from Children's Social Care.

## Parent and Carer Responsibilities:

### Parents and carers should:

- Provide the setting with information about their child's medical needs if treatment or special care is required; and be contactable.
- Give written consent for the administration of prescribed and non-prescribed medicines by staff.
- Give consent before information about a student's health is shared with other staff or other agencies.
- Contact a key health worker from the setting to assist, support and advocate understanding around the student's health issues.
- Keep the pupil/student at home if acutely unwell or infectious

## Emergency Situations:

All settings should have arrangements in place for dealing with emergencies for all activities, wherever they take place, including school trips within and outside the UK:

- All emergency medicines must be readily available and clearly marked with the pupil/student's name.
- Where possible pupils/students should carry their own medical devices e.g., inhalers, adrenaline pens, blood glucose meters.
- All staff and pupils/students should be made aware of the likelihood of an emergency arising and what action to take.
- A member of staff should always accompany a pupil/student taken to hospital by ambulance, and should stay until the mother, father or carer arrives.

## Off-site education or work experience:

### The education setting will:

- Be responsible for pupils/students with medical needs who are educated off-site, such as attending Alternative Education Provision.
- Conduct risk assessments before off-site education commences.
- Be responsible for ensuring that a work place provider has appropriate health and safety and safeguarding policies in place.
- Ensure that parents, carers and students give their permission before relevant medical information is shared with the off-site provider