

The Potteries School

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24POLICY: First Aid

COMPILED

IMPLEMENTED

COORDINATED

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Andy Joynson

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THE POTTERIES SCHOOL: FIRST AID, ACCIDENT AND DRUGS POLICY

THE POTTERIES SCHOOL: CULTURE – ETHOS - MISSION

The Potteries School is one of the key elements in an integrated, tripartite model of care, education and therapy for learners experiencing social, emotional and mental health difficulties (S.E.M.H.) based in mid-Wales. All our learners are Looked After Children and present complex needs with regard to interpersonal, emotional and social issues.

The Potteries School provides a positive, supportive and child-centred educational environment for all its learners. Through a process of creating a safe learning space, building effective teacher-learner relationships and precision identification of individual learning need, the School supports learners to achieve and attain and prepare for the next steps on the educational ladder.

Many of the learners have a history of school exclusion or had limited access to learning prior to admission. Most have been unable to manage in a formal educational setting and often the risks their behaviours present has impacted on their ability to be educated alongside large peer groups.

The education offered at the Potteries School seeks to reengage learners in a creative and meaningful curriculum, assisting them to catch up on missed learning and an assessment programme that identifies their learning needs accurately. All learning is offered in an inclusive environment and delivered by education professionals with an understanding of the needs of the learners, working to build self-esteem and learning confidence, develop peer relationships and progress independent learning skills.

At the Potteries School we would like our learners to restart their educational experience with confidence and establish a pattern of learning so they can progress, attain and achieve.

Our aspirational aims are to ensure that every learner is able to:

- Experience bespoke learning in a safe and secure environment
- Access opportunities to compensate for missed school experiences

- Develop positive social interaction skills with their peers and adults
- Be supported in managing their behaviour to progress and achieve
- Establish patterns and routines of learning for their next step in education

The learners, teachers, therapists and education support staff believe that our school can and should provide:

- Sensitive but assertive care to prepare learners for school
- An integrated approach to care, therapy and education
- Excellent teaching and learning across the curriculum
- A framework that promotes reengagement and participation
- Strategies to assist learners with regulating their own behaviour
- Individual learning planning tailored to the needs of learners
- A learner-focussed approach to formative assessment
- Education activities that provide transferable skills
- Positive role-modelling to prepare learners for adult life

GUIDANCE USED TO DEVELOP THIS POLICY

The Health and Safety (First-Aid) Regulations 1981

Approved Code of Practice (ACoP) 1990

Health and Safety at Work Act 1974 (HASAW)

THE RIGHT WAY

CONTEXT TRAINING AND INFRASTRUCTURE

- The Potteries School has a designated medical room within the school annex. It is used for administration of medicines for learners and storage of first aid equipment;
- All medication is secured safely and accessible only by trained staff;
- The Potteries School has a qualified First Aider on duty at all times;
- The Headteacher has undertaken the three-day First Aid at Work course;
- First Aid boxes are held in the school, medical room and vehicles used for the transportation of learners and have a white cross with a green background. The inventory includes the full quantity of each item stipulated in the box. When an item has been used, it is replaced as part of a weekly monitoring process carried out by care staff each Sunday. The headteacher is responsible for replenishing the supplies.

All education support staff undertake mandatory training in the following modules related to First Aid through the online eLearning portal Careshield:

- Awareness of alcohol and substance misuse;
- Care of medicines (advanced)
- Allergen awareness in care;
- Emergency first aid including basic life support;
- Epilepsy awareness;

The Right Way PRINCIPLE	THIS MEANS:	ORGANISATIONS WILL:
EMBEDDING	Putting Children's Rights (UNCRC) at the core of planning and the delivery of services for children and young people	<ul style="list-style-type: none"> ○ Make links to Children's Rights (UNCRC) in their plans. ○ Agree on a structure of how they make sure children's rights are taken into account at all levels of decision making. ○ Make sure that leaders and staff have a good knowledge of children's rights (UNCRC), and help them understand how it can benefit their work.
Equality and NON-DISCRIMINATION	Ensure that every child has an equal opportunity to be the best they can be and that no child has to ensure poor life chances due to discrimination	<ul style="list-style-type: none"> ○ Make sure staff have up-to-date knowledge of the Equality Act and receive training to increase their awareness of different groups of children and young people's needs. ○ Give information to children in a language or format appropriate for their age, culture, or ability. ○ Analyse data and consider which groups of children are not accessing your services, and why - can use our a children's rights impact assessment.
EMPOWERING children and young people	Giving children the knowledge and confidence to use their rights and hold organisations and individuals that affect their lives to account	<ul style="list-style-type: none"> ○ Give children the information they need to influence decisions that affect them (e.g. simple language reports). ○ Involve children and young people by giving them the opportunities/ training/ information they need to influence decisions that affect them. ○ Build relationships with groups of young people to allow them to regularly give ideas and feedback. E.g. youth groups/forums.
PARTICIPATION	Listening to children and taking their views seriously (as guaranteed by Article 12 — UNCRC).	<ul style="list-style-type: none"> ○ Develop clear targets to listen to children and young people from marginalised groups. ○ Involve children directly in the design, monitoring and evaluation of services they receive (this can include involving children in recruitment of staff). ○ Adopt Wales' National Participation Standards for Children and Young People, to make sure when children participate, their experience is a quality one.
ACCOUNTABILITY	Organisations and individuals should be accountable to children for the decisions and actions which affect their lives.	<ul style="list-style-type: none"> ○ Publish an accessible annual update showing how they've worked towards making children's rights a reality. ○ Feedback regularly to children in a suitable format. ○ Provide children with accessible information on how to provide feedback about services or to how to make a complaints and hold staff to account.

- Infection control;
- Medical administration for care;
- Safe administration of medicines.

Recording: The administration of First Aid is recorded in the Accident Log, (if there has been an accident) Accident Book and the Medication Administration Record (MAR).

Definition of accident

An accident is an unplanned event that results in injury or ill health to people as well as damage to property, plant and equipment where there was a risk of harm. This includes what are known as 'dangerous occurrences' or 'near misses'.

Most accidents have the potential to cause both property damage and personal injury but not always both. All accidents need to be reported to enable the company to take appropriate action to prevent a recurrence.

Accident reporting

All accidents must be recorded/reported in the Accident Book and in learners daily records. If the accident is minor, the Headteacher must investigate the incident and initiate control measures and risk assess to determine the possibility of repeat accidents. If the accident is more serious, it will be necessary to record/report it as set out in the following sections.

When in doubt, call 999 and request an ambulance. This should be done when a person's condition is potentially life threatening.

Reportable accidents and incidents

These are any accidents or incidents that fall between 'Minor' and Health & Safety Executive (HSE) reportable). For example:

- An injury to a education staff that results in them being unable to carry out their normal duties for up to two days;
- An injury that required hospital treatment but the person was not kept in hospital for more than 24hrs;
- Any accident involving a learner that requires hospital treatment.
- In the case of these accidents, the records must be in the accident book and an accident report completed and the Headteacher must be informed and should conduct a risk assessment.

Serious reportable or notifiable events/incidents

These are accidents and incidents that are serious and are reportable or notifiable.

Over seven-day Injuries

As of 6 April 2012, the over-three-day reporting requirement for people injured at work changed to more than seven days. Now it is a requirement to report injuries that lead to an employee being away from work, or unable to perform their normal work duties, for more than seven consecutive days as the result of an occupational accident or injury (not counting the day of the accident but including weekends and rest days). The report must be made within 15 days of the accident.

Over three-day Injuries

A record must still be kept of the accident if the worker has been incapacitated for more than three consecutive days. The company must keep an accident book under the Social Security (Claims and Payments) Regulations 1979.

Death or major Injury

Al earner or employee working on the premises is killed or suffers a major injury (including as a result of physical violence) or a member of the public including a learner is killed or taken to hospital.

Major injuries are:

- Fracture other than to fingers, thumbs or toes;
- Amputation;
- Dislocation of the shoulder, hip, knee or spine;
- Loss of sight (temporary or permanent);
- Chemical or hot metal burn to the eye or any penetrating injury to the eye;
- Injury resulting from an electric shock or electrical burn leading to unconsciousness or requiring resuscitation; or requiring admittance to hospital for more than 24 hours;
- Any other injury: leading to hypothermia, heat-induced illness or unconsciousness; or requiring resuscitation or requiring admittance to hospital; for more than 24 hours;
- Unconsciousness caused by asphyxia or exposure to harmful substances or biological agents;
- Acute illness requiring medical treatment, or loss of consciousness arising from absorption of any substance by inhalation, ingestion or through the skin;
- Acute illness requiring medical treatment where there is reason to believe that this

- resulted from exposure to a biological agent or toxins or infected material;
- Serious or persistent self-harming or attempted suicide by learner.

Specified diseases

If a doctor notifies you that an employee, visitor or learner suffers from a reportable work-related disease then you must report it to the enforcing authority.

Examples of reportable diseases include:

- Certain poisonings;
- Some skin diseases such as occupational dermatitis, skin cancer, chrome ulcer, oil folliculitis/acne;
- Lung disease including occupational asthma, farmer's lung, pneumoconiosis, asbestosis, mesothelioma;
- Infections such as : leptospirosis, hepatitis, tuberculosis, anthrax, legionellosis;
- Other conditions such as occupational cancer, certain musculoskeletal disorders, decompression illness and hand-arm vibration syndrome.

Dangerous occurrence

If something happens involving an employee, self-employed person, visitor or learner which does not result in a reportable injury, but which clearly could have done, then it may be a dangerous occurrence, which must be reported immediately to the enforcing authority.

Reportable dangerous incidents include:

- Collapse, overturning or failure of load bearing parts of lifts and lifting equipment;
- Electrical short circuit or overload causing fire or explosion;
- Any unintentional explosion, misfire, failure of demolition to cause the intended collapse;
- Projection of material beyond a site boundary, injury caused by an explosion;
- Malfunction of breathing apparatus while in use or during testing immediately before use;
- Failure or endangering of diving equipment, the trapping of a diver, an explosion near a diver or an uncontrolled ascent;
- Dangerous occurrence at a well;
- Unintended collapse of any building or structure under construction, alteration or demolition where over 5 tonnes of material falls, a wall or floor in a place of work;
- Explosion or fire causing suspension of work for over 24 hours;
- Accidental release of any substance which may damage health.

All bodily fluid waste should be placed in clinical waste bags. The local council can then be contacted to arrange for a contractor to come and collect the waste.

Notifications

Notifications are the responsibility of the Headteacher who will be responsible for notifying the Registered Manager and the following people/agencies:

The Placing Authority/Social Worker (if a learner is affected);

Perry, Scott and Nash (H & S auditors for CareTech);

For RIDDOR cases, use the online portal to report to the HSE:

<https://extranet.hse.gov.uk/lfserver/external/F2508IE>

Key First Aid/Medication records held at the school

Record	Use
Accident Log	To record any accidents and administration of First Aid for the learners.
Accident Book	To record any accidents and administration of First Aid for the learners, staff and visitors
Individual Health Care Plan	Individual record for each learner, details of health related issues, medication used, name of GP
Medication Administration Record (MAR)	Individual record for each learner to record any medication (or Home Remedies) administered etc

DRUGS AND SUBSTANCES:

Drugs and Substances are defined as any substances, whether restricted or prohibited, which may have a harmful affect upon a child; such as:

Alcohol, Cigarettes, Tobacco, Aerosols, Gas, Glue, Magic Mushrooms (Amanita), Petrol, Solvents and all controlled substances such as Amphetamines, Barbiturates, Cannabis, Cocaine, Hallucinogens, Hashish and Narcotics.

Obtaining Drugs or Substances - General

All reasonable measures must be used to reduce or prevent learners from obtaining drugs or substances that may harm them.

If it is known or suspected that learners are obtaining products, which may harm them, whether off the streets, from dealers or traders of any kind, the Headteacher and social worker must be informed and a strategy adopted to reduce or prevent it. If the problem persists or is serious, relevant specialists or bodies, including Trading Standards or the Police, should be informed.

Aerosols, Gas, Glue, and Petrol

The Headteacher must ensure that aerosols, gas, glue, petrol and similar substances are only used for the purpose they were designed for.

All reasonable measures are taken to restrict the use of aerosols, gas and glue to individuals who pose no risk to themselves or others if they have access to them.

Controlled Drugs or Substances

Under no circumstances may controlled drugs and substances, other than those prescribed by a medical practitioner, be permitted in the school.

Prevention and Planning

Headteacher must ensure that information, guidance and advice on the risks associated with harmful drugs and substances are available to all learners at the school. Additionally, any learner known or suspected to be participating in drug or substances misuse activities must be provided with the following:

Targeted relevant information, guidance and advice to help reduce or prevent such risks;

Emergency

If it suspected that a learner is misusing harmful drugs or substances and no strategy exists to reduce or prevent the behaviour, the Headteacher and relevant social worker(s) should be contacted and an agreement reached on how to proceed; this will include whether the Police will be notified.

The actions that the Headteacher takes will be dependent on the circumstances and the degree of offence or injury that is likely and is guided by the following:

- The overall responsibility of Headteacher is to protect learner, themselves and others
- from injury and reduce or prevent the likelihood of criminal offences;
- If there is a risk of serious harm, injury or of a serious criminal offence and the Headteacher is unable to manage safely, the Police should be notified;
- If solvents are involved, allow air to circulate freely and extinguish naked lights;

- If any person is unconscious, in a fit or convulsing or otherwise seriously ill, emergency first aid should be given and an ambulance requested. The emergency services should be informed that there are suspicions of drug or solvent misuse;
- The drugs/substances should be removed or confiscated, preferably with the co-operation of the child(ren), and preferably by two staff ; who must record their actions, describing what they have obtained and where it has been safely stored;
- If learner do not co-operate or there is a risk of Injury or Damage to Property, it may be necessary to use **Physical Intervention**, conduct a Search or call for Police assistance.

Police Procedure

No further action, beyond making the situation safe and attempting to confiscate harmful drugs or substances, should be taken without the Headteacher's authorisation, preferably in consultation with the relevant social worker. However, the staff should undertake the following if a manager is not available within a reasonable timescale:

- Legal but potentially harmful substances such as cigarettes, alcohol, aerosols, gas, glue, and petrol should then be put in a safe place out of the reach of learner or disposed of safely;
- Controlled substances and any associated materials or paraphernalia must be placed in a clearly marked box or other strong container, sealed and given to the manager who will arrange for disposal or production as evidence if required by the police.

SELF-HARMING: PLANNING AND PREVENTION

Broadly defined, self-harm refers to the deliberate attempt to physically injure oneself without causing death. This can include self-mutilation (e.g. cutting behaviours), self-poisoning, burning, scalding, banging, and hair-pulling.

Although clearly damaging, alcohol and drugs misuse, eating disorders, unsafe sex and other excessively risky behaviour, such as dangerous driving, are not generally classified as self-harm.

If a learner is suspected or found to be self-harming, the strategies that should be taken are those determined by any existing plan, for example, in the learners

Risk Management Plan.

If no plan or strategy exists, all reasonable measures should be taken to reduce or prevent continuation of the behaviour.

This may include providing additional supervision, confiscation of materials that may be used to self-harm or, use of **Physical Intervention** or calling for assistance from the

emergency services.

If there is any suspicion that the child may be involved in self-harming, the social worker must be informed and a risk assessment undertaken with a view to deciding whether a strategy should be adopted to reduce or prevent the behaviour. If necessary, specialist advice or support should be sought.

Notifications of minor or non-persistent self-harming

Minor or non-persistent self-harming should be notified to the Registered Manager at the first opportunity; the manager will decide whether to inform the relevant social worker.

Notifications of serious or persistent self-harming

Serious or persistent self-harming must be notified immediately to the Headteacher who will in turn notify the relevant Social Worker and the Registered Manager within 1 working day - the social worker should be consulted and consideration given to whether a Child Protection Referral should be made.

REVIEW

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with The Education (Independent Schools Standards) Regulations 2014, the Independent School Standards (Wales) 2024 and relevant guidance issued by the DfE and Welsh Government.

This document will be next reviewed on 27/08/2026