



Marlborough School's
Support of Pupils with Medical
and
Mental Health Needs Policy

Last Reviewed: June 2020

Review Date: June 2021

Signed:

Future Review: June 2022



Marlborough School recognises that it has a responsibility to support pupils with medical and mental health needs.

Medical Needs

Marlborough School follows the Department for Education's guidance on managing medicines in schools and early years settings: -

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/sup-porting-pupils-at-school-with-medical-conditions.pdf)

Responsible Person

Abigail Squibb and Lisa Pearce are responsible for ensuring that the arrangements below are effectively implemented and maintained.

Medicine in Marlborough School

Medicines will only be administered at Marlborough School when it would be detrimental to a student's health not to do so. Marlborough School will store and dispense medication to students as long as:-

- It is prescription medication which has been prescribed by a medical practitioner with written instructions for its use; or
- It is non-prescription medication which has been supplied by the parent/guardian with written instructions for its use; and
- Written parental consent has been given.

Marlborough School does not keep or dispense any other medication [other than salbutamol for use with the emergency asthma kit (see below)].

Medication brought into Marlborough School must be clearly labelled with the student's name, dosage, method of administration and be in-date.

Medication will be available to identified students at all times of the school day.

Self-Management of Medication

In certain circumstances Marlborough School will allow students to manage their own medication. In each case this will be discussed with the parent/guardian and appropriate health professionals - and an assessment of risk will be completed.

The assessment of risk will include an evaluation of the risk to the student and others through inappropriate use of the medication, loss of the medication or failure to take the medication.

Emergency Asthma Kits

Marlborough School's procedures for managing the use of the emergency asthma kit is based on Department of Health guidance: -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350640/guidance_on_use_of_emergency_inhalers_in_schools_September_2014_3.pdf

Staff authorised to dispense this medication have read the above guidance and have been given instruction in the recognition of the symptoms of an asthma attack and the appropriate procedures to follow.

The emergency inhaler contains Salbutamol and will only be available to students who have been

- diagnosed with asthma and prescribed an inhaler OR

- prescribed an inhaler as reliever medication.

In addition parental consent must be obtained for use of the emergency inhaler.

Marlborough School keeps a register of students who have been diagnosed with asthma or prescribed a reliever inhaler.

The emergency asthma kit will be stored and managed in the same way as any other prescription medication following the procedures above.

Storage of Medicine

Medicines will be securely stored in the school office.

All medicines must be signed in in the Medicines Log.

Any medicine given out or administered must be recorded in the Medicines Log.

Medicines can only be given out by Olivia Pentecost or Kieran Jenkins.

Facilities for Medical Procedures

A room has been provided for medications and medical treatments to be administered. This is the school office.

Training

The responsible person will ensure that sufficient staff are suitably trained in the administration of medication and support of students with medical needs.

The responsible person will keep a record of all medical needs training.

Sharing of Information

The responsible person will ensure that relevant staff are made aware of any student's medical condition. This information will include, where appropriate:-

- Medical condition
- Side effects of medication
- Signs and symptoms
- Modifications and allowances
- Emergency actions

The responsible person will also ensure that relevant information is shared with cover staff etc.

Individual Healthcare Plans

The responsible person will work with (or identify an appropriate member of staff to work with) healthcare professionals and parent/carers to establish an effective healthcare plan where appropriate.

Healthcare plans will be reviewed if there is reason to suspect that the plan is no longer appropriate and at least annually. A healthcare plan review can be initiated by Marlborough School, healthcare professional or the parents/carers.

The needs of children with specific medical conditions which require specialist and intimate care as well as adjustments to the fabric of the building are covered by the school's Disability Access Plan, the Intimate Care Policy and within Individual Health Care Plans as they are specific to the needs of the individual child.

Risk Assessment

In addition to the healthcare plan the school will carry out individual risk assessments for any student where the student's medical needs introduce new risks to an activity or increase existing risks. This will include (but may not be limited to) individual risk assessments for off-site activities, sporting activities and practical lessons.

Risk assessment for off-site activities, in particular, will include consideration of:-

- Access to medication
- Appropriate storage of medication
- Staff training in administration of medication
- Emergency procedures

Unacceptable practice

To prevent unacceptable practice the responsible person will ensure that:

- Students have access to their medication at all times during the school day or during educational activities off-site.
- Healthcare plans reflect the needs of the student and consider the views of parents/carers and advice of healthcare professionals.
- Every effort is made to ensure that students with medical needs are able to stay in school for normal school activities (including lunch) unless there is a specific reason detailed in their healthcare plan not to do so.
- If the student becomes ill; ensure that he/she is accompanied to the school office/medical room by an appropriate person.
- Students with medical needs are not penalised in their attendance record if their absences are related to their medical condition, hospital appointments, etc.
- Toilet, food and drink breaks are provided where necessary in order to manage a student's medical condition.
- Arrangements for administering medication do not include the need for parent/carers to attend Marlborough School.
- Every effort is made to ensure that students with medical needs are able to take part in every aspect of school life including off-site activities, sporting events and practical lessons.

Complaints

Parents/carers are encouraged to contact the headteacher if they are concerned or dissatisfied in any way with the support provided by the school for a student with medical needs.

If concerns cannot be resolved in this manner; parents/carers can follow Marlborough School's complaint procedure.

Mental Health Concerns

Marlborough School uses guidance from the following sources to support this policy on mental health and wellbeing:

Public Health England and the Children and Young People's Mental Health Coalition – Promoting children and young people's emotional health and wellbeing – A whole school and college approach – March 2015 www.gov.uk/phe

Mental health and behaviour in schools – March 2016

www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Counselling in Schools: a blue print for the future –February 2016

www.gov.uk/government/publications/counselling-in-schools

Future in mind - promoting, protecting and improving our children and young people's mental health and wellbeing – October 2012

www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf

NICE guidance on social and emotional wellbeing in primary education. - September 2016

<https://pathways.nice.org.uk/pathways/social-and-emotional-wellbeing-for-children-and-young-people#path=view%3A/pathways/social-and-emotional-wellbeing-for-children-and-young-people/social-and-emotional-wellbeing-in-primary-education.xml&content=view-index>

Marlborough School is aware that there could be children with mental health issues within the school and families for whom mental health is a significant problem.

Mental health and wellbeing is a term which covers a wide range of difficulties/situations faced by children and their families and include:

- Learning difficulties
- Emotional trauma
- Autism
- Attachment Disorder
- Attention Deficit Disorder
- Depression
- Anxiety
- Bipolar Disorder
- Obsessive Compulsive Disorder
- Bereavement
- Speech and Language Difficulties
- Low Self Esteem
- Poor resilience
- Gender Identity concerns
- Family break down
- Domestic Violence

All these conditions and situations, and many more, have a devastating impact upon the overall wellbeing of children in school, either directly or indirectly and they also impact upon their educational success. The Department for Education recognises that schools have a key role to play in supporting children to have resilience and to be mentally healthy.

Schools have a duty to promote the wellbeing of children.

Marlborough School recognises the eight key principles outlined in government advice in promoting good emotional health and wellbeing:

- Good leadership and management which sees this as a whole school issue and recognises its importance for both children and staff
- An ethos and environment which promotes respect and values diversity

- Curriculum teaching and learning which promotes and supports resilience and social and emotional learning
- Recognition of the power of the student voice in influencing decisions
- Staff development and training which supports personal wellbeing as well as that of children
- Effective identification and recognition of need
- Targeted and effective support
- Close working with parents and carers

At Marlborough School the following is in place to ensure that these principles underpin practice:

- Training:

| Staff member | Training | Date |
|--|--|----------------|
| Abigail Squibb | THRIVE | June 2016 |
| All teaching staff | Learning Powers - Anne Webb, Nansloe School | September 2016 |
| Hannah Nurton | County - Learner Participation | September 2017 |
| Abigail Squibb, Kathy Rowe and Lisa Pearce | Operation Encompass | June 2019 |
| All staff | Level 2 First Aid | September 2019 |
| All staff | My concern | September 2019 |
| All staff | County EP emotion coaching workshop | March 2020 |
| Hannah Nurton | Jigsaw | April 2020 |
| Hannah Nurton, Martin Giminez and Lisa Pearce | Penhaligon's Friends – Bereavement support session | April 2020 |
| Lisa Pearce | TIS | June 2020 |
| Jenny Hart | TIS | June 2020 |

| Pupils involved | Training | Date |
|---|---|---------------|
| All | Learning Powers ethos embedded through weekly whole school assemblies | January 2018 |
| Cabinet members from pupil voice | County Hall - Learner Participation Awards | June 2019 |
| All | NSPCC Assembly | February 2020 |
| Infant | Space bubbles | February 2020 |

- Identification Processes

Through trusting, positive relationships amongst the children, staff and families at Marlborough School, conversations are held to support identification of need. Detailed handover meetings from previous teachers at the end of the academic year ensure all staff are aware of any mental health concerns held previously to jigsaw information for the following year. Ongoing assessment tools used from Jigsaw from Sept 2020 onwards will support early identification of mental health needs.

- Interventions:
To support staff and children with the new statutory guidance related to Personal, Social and Emotional Health for September 2020, the Jigsaw scheme of learning will be implemented whole school. Many staff are trained in delivering small group interventions to support mental health including external agencies.

| Strategy | Delivered by |
|-------------------|------------------------|
| Music Therapy | Richard Trethewey |
| Socially Speaking | Jenny Hart/Lisa Pearce |
| Draw to Talk | Jenny Hart |

- Professional advice

| Professional | Service |
|--------------------|--------------------------|
| Sarah Canavan-King | Educational Psychologist |
| School Nurse | Early Help Hub |

- Personal, Social, Health and Emotional Development

| Curriculum resources used to support PHSED |
|--|
| Jigsaw |

Other available resource links:

<https://jigsaw3-11.com>
www.pshe-association.org.uk
www.youngminds.org.uk
www.cornwallhealthyschools.org.uk

Evaluation:

The effectiveness of this policy is monitored annually by the governing body of Marlborough School to ensure that it:

- Continues to effectively meet the needs of the children, staff and wider stakeholders of Marlborough School
- Responds to any issues that have arisen which may impact upon the ability of Marlborough School to follow the principles of the policy
- Meets the needs of legislation and it changes and requires amendments to policy and procedures
- Meets the very particular needs of children and staff joining the school whose condition requires them to be recognised within the parameters of this policy.