WHITE HOUSE SCHOOL

First Aid Policy

Prepared by: The Compliance Team

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1. Context

The White House School is an independent specialist school for children and young people with additional and complex needs. We are part of Cavendish Education and are committed to transforming lives through highly personalised education, therapeutic support and ambitious teaching.

Our vision is **"Making Learning Possible Again."** We create a school where pupils feel safe, belong, achieve and thrive. Through removing barriers to learning, rebuilding confidence and fostering positive relationships, we empower every pupil to realise their potential and prepare for successful and fulfilling lives beyond school.

Our mission is to provide a nurturing, ambitious and mindful education that supports both academic progress and personal growth. Guided by our whole-school ethos of **Healthy Minds, Happy Hearts**, we create the conditions for every pupil to become **Ready to Learn and Prepared for Life**.

Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

We believe that pupils thrive when they feel safe, understood and valued. Our culture is built upon strong relationships, high expectations and a commitment to seeing the strengths and potential in every child. We are deeply nurturing without lowering expectations and remain unashamedly ambitious for every pupil.

Our practice is informed by the National Autistic Society's **SPELL Framework**, which promotes:

- Structure and predictability;
- Positive approaches and expectations;
- Empathy and understanding;
- Low arousal environments;
- Strong links between school, home and professionals.

Alongside this, we adopt a trauma-informed, relational and therapeutic approach across all aspects of school life. We recognise that behaviour is a form of communication and believe that pupils do well when they can. Our role is to understand the barriers they face and provide the support, strategies and relationships that enable them to succeed.

At The White House School:

- Every interaction is viewed as an intervention.
- Every adult is an emotionally available adult.
- Relationships come first.

- Emotional readiness is the foundation for learning.

We support pupils to develop emotional regulation, communication, independence and social understanding through consistent relational practice, personalised support and integrated therapeutic approaches. Emotional regulation is explicitly taught through co-regulation, sensory support, movement opportunities and personalised regulation strategies. Pupils are encouraged to understand themselves, develop resilience and build the skills needed to navigate life successfully.

Safeguarding is at the heart of everything we do. We recognise the additional vulnerabilities that many pupils with special educational needs may experience and maintain a culture of vigilance, care and advocacy. We place the child at the centre of decision-making, listen to pupil voice in all its forms and work closely with families and external agencies to promote safety, wellbeing and positive outcomes.

Through ambitious and adapted teaching, meaningful relationships, therapeutic support and a culture of belonging, we help pupils feel safe, build confidence, achieve success and thrive both in school and beyond.

2.Introduction

The White House School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in The White House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at The White House School.

The policy documents of The White House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

3. Aims

The aims of our first aid policy are to:

- Ensure the health and safety of all staff, pupils and visitors
- Ensure that staff and governors are aware of their responsibilities concerning health and safety
- Provide a framework for responding to an incident and recording, and reporting the outcomes

4. Legislation and guidance

This policy is based on advice from the Department for Education (DfE) on first aid in schools and health and safety in schools, and guidance from the Health and Safety Executive (HSE) on incident reporting in schools, and the following legislation:

- The Health and Safety (First-Aid) Regulations 1981 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 require employers to assess the risks to the health and safety of their employees

- The Management of Health and Safety at Work Regulations 1999 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 Education (Independent School Standards) Regulations 2014 require that suitable space **is provided to cater for the medical and therapy needs of pupils**

5. Roles and responsibilities

All settings, and dependent upon an assessment of first aid needs, employers must usually have a sufficient number of suitably trained first aiders to care for employees in case they are injured at work. However, the minimum legal requirement is to have an 'appointed person' to take charge of first aid arrangements, provided your assessment of need has taken into account the nature of employees' work, the number of staff, and the layout and location of the school. The appointed person does not need to be a trained first aider.

The Section below sets out the expectations of appointed persons and first aiders as set out in the 1981 first aid regulations and the DfE guidance listed in section 4.

All schools should adapt this section to reflect their circumstances, in line with their assessment of first aid needs.

The school's appointed persons are Charlene Freshwater and Lisa Dando. They are responsible for:

- Taking charge when someone is injured or becomes ill
- Ensuring there is an adequate supply of medical materials in first aid kits, and replenishing the contents of these kits
- Ensuring that an ambulance or other professional medical help is summoned when appropriate

First aiders are trained and qualified to carry out the role (see section 9) and are responsible for:

- Acting as first responders to any incidents, they will assess the situation where there is an injured or ill person, and provide immediate and appropriate treatment
- Sending pupils home to recover, where necessary
- Filling in an accident report on the same day as, or as soon as is reasonably practicable, after an incident (using the school's electronic system)
- Keeping their contact details up to date

Our school's first aiders are listed in Appendix 1. Their names will also be displayed prominently around the school site.

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

- Ensuring that an appropriate number of trained first aid personnel are present in the school at all times
- Ensuring that first aiders have an appropriate qualification, keep training up to date and remain competent to perform their role
- Ensuring all staff are aware of first aid procedures
- Ensuring appropriate risk assessments are completed and appropriate measures are put in place
- Undertaking, or ensuring that managers undertake, risk assessments, as appropriate, and that appropriate measures are put in place
- Ensuring that adequate space is available for catering to the medical needs of pupils
- Reporting specified incidents to the HSE when necessary (see section 8)

School staff are responsible for:
- Ensuring they follow first aid procedures
- Ensuring they know who the first aiders in school are
- Completing accident reports (using the school's electronic system) for all incidents they attend to where a [first aider is not called
- Informing the headteacher or their manager of any specific health conditions or first aid needs

6. First Aid Procedures

In-school procedures
In the event of an accident resulting in injury:
- The closest member of staff present will assess the seriousness of the injury and seek the assistance of a qualified first aider, if appropriate, who will provide the required first aid treatment
- The first aider, if called, will assess the injury and decide if further assistance is needed from a colleague or the emergency services. They will remain on the scene until help arrives
- The first aider will also decide whether the injured person should be moved or placed in a recovery position
- If the first aider judges that a pupil is too unwell to remain in school, parents/carers will be contacted and asked to collect their child. On their arrival, the first aider will recommend the next steps to the parents/carers
- If emergency services are called, the office team will contact parents/carers immediately
- The first aider will complete an accident report form on the same day or as soon as is reasonably practical after an incident resulting in an injury

Off-site procedures
When taking pupils off the school premises, staff will ensure they always have the following:
- A school mobile phone
- A portable first aid kit including, at minimum:
    - A leaflet giving general advice on first aid
    - 6 individually wrapped sterile adhesive dressings
    - 1 large sterile unmedicated dressing
    - 2 triangular bandages – individually wrapped and preferably sterile
    - 2 safety pins
    - Individually wrapped moist cleansing wipes
    - 2 pairs of disposable gloves
- Information about the specific medical needs of pupils

- Parents/carers' contact details

When transporting pupils using a minibus or other large vehicle, the school will make sure the vehicle is equipped with a marked first aid box containing, at minimum:
- 10 antiseptic wipes, foil-packed
- 1 conforming disposable bandage (not less than 7.5cm wide)
- 2 triangular bandages
- 1 packet of 24 assorted adhesive dressings
- 3 large sterile unmedicated ambulance dressings (not less than 15cm × 20 cm)
- 2 sterile eye pads, with attachments
- 12 assorted safety pins
- 1 pair of rustproof blunt-ended scissors

Risk assessments will be completed by the trip leader before any educational visit that necessitates taking pupils off school premises.

There will always be at least 1 first aider on school trips and visits.

7. First aid equipment

A typical first aid kit in our school will include the following:
- A leaflet giving general advice on first aid
- 20 individually wrapped sterile adhesive dressings (assorted sizes)
- 2 sterile eye pads
- 2 individually wrapped triangular bandages (preferably sterile)
- 6 safety pins
- 6 medium-sized individually wrapped sterile unmedicated wound dressings
- 2 large sterile individually wrapped unmedicated wound dressings
- 3 pairs of disposable gloves

No medication is kept in first aid kits.

First aid kits are stored in:
- The medical room
- Reception (at the desk)
- Little Stars Classroom
- The Annex
- The Cosmic Cocoon
- School vehicles

8. Record-keeping and reporting

First aid and accident record book
- An accident form will be completed by the first aider on the same day or as soon as possible after an incident resulting in an injury
- As much detail as possible should be supplied when reporting an accident, including all of the information included in the accident form (using Arbor)
- For accidents involving pupils, a copy of the accident report form will also be added to the pupil's educational record by the office team.
- Records held in the first aid and accident book will be retained by the school for a minimum of 3 years, under regulation 25 of the Social Security (Claims and Payments) Regulations 1979, and then securely disposed of.

See Appendix 3 for recording first aid incidents

Reporting to the HSE
The Assistant Headteacher, Lisa Dando will keep a record of any accident that results in a reportable injury, disease, or dangerous occurrence as defined in the RIDDOR 2013 legislation (regulations 4, 5, 6 and 7).

The Assistant Headteacher, Lisa Dando will report these to the HSE as soon as is reasonably practicable and in any event within 10 days of the incident – except where indicated below. Fatal and major injuries and dangerous occurrences will be reported without delay (i.e. by telephone) and followed up in writing within 10 days.

School staff: reportable injuries, diseases or dangerous occurrences
These include:

- Death
- Specified injuries, which are:
  - Fractures, other than to fingers, thumbs and toes
  - Amputations
  - Any injury likely to lead to permanent loss of sight or reduction in sight
  - Any crush injury to the head or torso, causing damage to the brain or internal organs
  - Serious burns (including scalding) which:
    - Covers more than 10% of the whole body's total surface area; or
    - Causes significant damage to the eyes, respiratory system or other vital organs
  - Any scalping requiring hospital treatment
  - Any loss of consciousness caused by head injury or asphyxia
  - Any other injury arising from working in an enclosed space which leads to hypothermia or heat-induced illness, or requires resuscitation or admittance to hospital for more than 24 hours
- Work-related injuries that lead to an employee being away from work or unable to perform their normal work duties for more than 7 consecutive days (not including the day of the incident). In this case, the Assistant Headteacher, Lisa Dando will report these to the HSE as soon as reasonably practicable and in any event within 15 days of the accident
- Occupational diseases where a doctor has made a written diagnosis that the disease is linked to occupational exposure. These include:
  - Carpal tunnel syndrome
  - Severe cramping of the hand or forearm
  - Occupational dermatitis, e.g. from exposure to strong acids or alkalis, including domestic bleach
  - Hand-arm vibration syndrome
  - Occupational asthma, e.g from wood dust
  - Tendonitis or tenosynovitis of the hand or forearm
  - Any occupational cancer
  - Any disease attributed to an occupational exposure to a biological agent
- Near-miss events that do not result in an injury, but could have done. Examples of near-miss events relevant to schools include, but are not limited to:
  - The collapse or failure of load-bearing parts of lifts and lifting equipment
  - The accidental release of a biological agent likely to cause severe human illness
  - The accidental release or escape of any substance that may cause a serious injury or damage to health
  - An electrical short circuit or overload can cause a fire or explosion

Pupils and other people who are not at work (e.g. visitors): reportable injuries, diseases or dangerous occurrences
These include:

- Death of a person that arose from, or was in connection with, a work activity*
- An injury that arose from, or was in connection with, a work activity* and where the person is taken directly from the scene of the accident to the hospital for treatment

*An accident "arises out of" or is "connected with a work activity" if it was caused by:

- A failure in the way a work activity was organised (e.g. inadequate supervision of a field trip)
- The way equipment or substances were used (e.g. lifts, machinery, experiments etc); and/or
- The condition of the premises (e.g. poorly maintained or slippery floors)

Information on how to make a RIDDOR report is available here:

How to make a RIDDOR report, HSE
http://www.hse.gov.uk/riddor/report.htm

The First Aider will inform parents/carers of any accident or injury sustained by a pupil, and any first aid treatment given, on the same day, or as soon as reasonably practicable. Parents/carers will also be informed if emergency services are called.

The Assistant Headteacher will notify Ofsted of any serious accident, illness or injury to, or death of, a child while in the school's care. This will happen as soon as is reasonably practicable, and no later than 14 days after the incident.

The Assistant Headteacher, Lisa Dando will also notify the local authority of any serious accident or injury to, or the death of, a pupil while in the school's care.

9. Training

All school staff can undertake first aid training if they would like to.
All first aiders must have completed a training course and must hold a valid certificate of competence to show this. The school will keep a register of all trained first aiders, what training they have received and when this is valid until (see appendix 2)

The school will arrange for first aiders to retrain before their first aid certificates expire. In cases where a certificate expires, the school will arrange for staff to retake the full first aid course before being reinstated as a first aider.

10. Monitoring arrangements

This policy will be reviewed by the Assistant Headteacher, Lisa Dando annually.
Last review July 2026, no changes.

At every review, the policy will be approved by the headteacher.

11. Links with other policies

This first aid policy is linked to the:

- Health and safety policy
- Risk assessment policy
- Policy on supporting pupils with medical conditions

Appendix 1: list of trained first aiders

STAFF MEMBER'S NAME	ROLE	CONTACT DETAILS
Charlene Freshwater	Learning Lead – Lead First Aider	Charlene@thewhitehouseschool.org
Tracey Lockwood	Assistant Headteacher - Inclusion and SENCO	tracey@thewhitehouseschool.org
Jolanda Baldwin	Therapy Assistant	jolanda@thewhitehouseschool.org
Simone Collier	Learning Lead	simone@thewhitehouseschool.org
Sean Hurst	Therapy Assistant	sean@thewhitehouseschool.org
Lisa Philips	Independence Assistant	lisap@thewhitehouseschool.org
Danielle Webster	Therapy Assistant	danielle@thewhitehouseschool.org

AAppendix 2: First Aid Training Log

NAME/TYPE OF TRAINING	STAFF WHO ATTENDED (INDIVIDUAL STAFF MEMBERS OR GROUPS)	DATE ATTENDED	DATE FOR TRAINING TO BE RENEWED (WHERE APPLICABLE)
First aid at work	Charlene Freshwater	8th May 2025	7th May 2028
	Danielle Webster, Tracey Lockwood, Simone Collier	31st July 2025	9th July 2028
	Lisa Philips	10th July 2025	9th July 2028
	Sean Hurst	1st July 2025	30th June 2028
	Jolanda Baldwinson	31st December 2024	31st December 2027
Allergy training – foundation course anaphylaxis	All staff	September 2026	September 2027

NAME/TYPE OF TRAINING	STAFF WHO ATTENDED (INDIVIDUAL STAFF MEMBERS OR GROUPS)	DATE ATTENDED	DATE FOR TRAINING TO BE RENEWED (WHERE APPLICABLE)
Allergy training – extended course anaphylaxis	Charlene Freshwater, Tracey Lockwood, Charlotte Brazier, Sophie Stockwell, Ellyise Pudney, Courtney East, Chloe Brindle, Patrick Ganter, Simone Collier, Lisa Philips, Fatma Usal, Anita Picton, Oliver Hodgman, Sam Shutler, Danielle Webster, Jolanda Baldwinson, Sean Hurst.	September 2026	September 2027
Emergency Paediatric First Aid	Ellyise Pudney, Chloe Brindle, Lisa Weldon, Lauren Berry, Anita Picton, Courtney East, Oliver Hodgman, Charlotte Brazier, Sophie Stockwell, Fatma Usal	03 September 2026	02 September 2029
Justine Collinson	Governor Allergy Training	September 2026	September 2027
Lisa Dando	Allergy Lead Training	September 2026	September 2027

Appendix 3 – recording first aid incidents

<u>Recording first aid</u>

Recording first aid for pupils

- If it is a significant head bump or significant injury it must be reported to SLT immediately.
- Head bumps or significant first aid must be recorded on the pupil paper accident form. Then scanned onto Arbor.
- General first aid incidents must be logged on Arbor.
- When recording on Arbor –
    - use the drop down First aid for medical (sickness, temperature check, cold/flu)
    - Use the drop-down Accident and injury (cuts, grazes, head bumps)

Recording first aid on Arbour must include:

- date, time and place of incident
- name of injured or ill person
- details of the injury or illness
- details of what first aid was given
- what happened immediately after the incident (for example, went home, went back to class, went to hospital)
- Name of the first aider

Example – Pupil was in the playground; they tripped and grazed their knee. The graze with cleaned and a plaster applied. Pupil returned to class. Email sent to parents. First aid given by – Miss XXXX

Example - Pupil fell off a chair in Comets class and landed on their right shoulder. Shoulder checked, small red mark. Ice pack given, class team to monitor. Email sent to parents. First aid given by – Miss XXXX

Example - Temperature check given – 36.2. Class team to monitor. First aid given by – Miss XXXX

Head bump

- Paper accident form must be completed.
- Parents must be called.
- A head bump letter must be sent home with the pupil.
- A copy of the head bump letter to be recorded on Arbor and in the pupils folder.

Contacting parents

- Phone calls and emails to made if any first aid is administered i.e. Given a plaster/ice pack

Recording staff first aid

- Staff first aid must be recorded on the paper accident forms.
- Head bumps or significant injuries must be reported to SLT immediately.
- Paper accident forms to be given to the office team who scan it onto Arbor and then save into their staff file.