



HIGH HESKET CE SCHOOL

ASTHMA MANAGEMENT PROCEDURES

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Date:	MAY 2024
Proposed review date:	MAY 2026

Review Sheet

Each entry in this table summarises the changes to these procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original	December 2013
2	Reviewed - Link updated	October 2019
3	Significant updates incorporating management of the school emergency inhaler and training of staff. New appendices (letter, care plan, how to recognise an asthma attack and what to do)	November 2021
4	Clarification on emergency use of a school salbutamol on undiagnosed pupils and on the school environment. Removed appendices to become separate documents for ease of printing and sharing. Links updated to the KAHub.	September 2023
5	Significant update to asthma kit contents, use & hygiene requirements	November 2023

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[Asthma Care Plan Request Letter to Parents](#)

[Asthma UK Asthma Care Plan](#)

How to recognise an asthma attack ([posters C & D](#) now available as a separate download for easy printing)

What to do in the event of an asthma attack (see link above)

[Notification of asthma inhaler use](#)

[Emergency Asthma Inhaler Use: Record Card](#)

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1 Introduction

According to the charity [Asthma UK](#) there are around 5.4 million people nationally who are currently receiving treatment for asthma. This is around one in every 12 adults and one in every 11 children so, on average, 2 or 3 children in every classroom have asthma. Research has shown that two thirds of asthma deaths in the UK are preventable.

Asthma is a long-term condition that affects the airways (the tubes that carry air into and out of the lungs) and usually causes symptoms such as coughing, wheezing, and breathlessness.

If someone with asthma comes into contact with one of their asthma triggers, it can make their symptoms worse and even bring on an asthma attack.

Someone with asthma has 'sensitive' airways that are inflamed and ready to react when they come into contact with something they do not like. Coming into contact with one of their asthma triggers causes a person's airways to react in three ways:

- The muscles around the walls of the airways tighten so that the airways become narrower.
- The lining of the airways becomes inflamed and starts to swell.
- Sticky mucus or phlegm sometimes builds up, which can narrow the airways even more.

These reactions in the airways make it difficult to breathe and lead to asthma symptoms, such as chest tightness, wheezing, or coughing. It can also lead to an asthma attack.

Having frequent asthma attacks can also make asthma worse over time because they can cause scarring in the airways (sometimes called 'airway remodelling') which makes them narrower. Someone with scarred and narrow airways is more likely to have worse symptoms more often.

Most people with asthma who get the right treatment (and take it correctly) and who understand how to manage their symptoms and control their exposure or reaction to triggers are able to get on with what they want to do in life.

2 Rationale

High Heskett CE School recognises the important part that nurseries, schools, and colleges play in helping children and young people with asthma manage their condition well to achieve good health, active learning, and personal independence.

We recognise that some pupils may need time off school or suffer disturbed sleep due to their asthma symptoms which can leave them feeling ill, tired, and irritable, and struggling to concentrate or catch up at school.

These procedures centre on the safeguarding of pupils diagnosed with asthma. Please see Absence & Wellbeing Procedures/LA for information about the management of staff diagnosed with asthma.

This school welcomes all pupils, including those who have asthma, and encourages them to achieve their full potential in all aspects of school life by providing a positive educational environment, procedures to control the risks to people with asthma and prevent and manage attacks, and well-trained staff to implement them.

So that pupils diagnosed with asthma can be fully integrated into school life, we will:

- ensure that those with asthma can and do participate fully in all aspects of school life, including PE, design technology, science, educational visits, and other extended school activities by understanding a pupil's severity of asthma and their triggers, assessing the risks and implementing control measures to try to reduce them, and having sound emergency management procedures.
- have arrangements in place to ensure that those with asthma can get immediate access to their reliever inhaler at all times.

- keep a record of all pupils diagnosed with asthma and the medicines they take (asthma register) and have an Asthma Care Plan (ACP)/Individual Health Care Plan (IHCP) in place for pupils who need one.
- ensure that the whole school environment, including the physical, social, sporting, and educational environment, is favourable to those with asthma.
- ensure there is an area of school that allows for adequate privacy and supervision where necessary for pupils who are uncomfortable using an inhaler in front of others.
- ensure that all staff and other adults working in the school and who come into contact with pupils with asthma know what asthma is, what asthma symptom triggers are relevant to their work, how to best control the triggers and reactions, how to recognise an asthma attack, and what to do in the event that a pupil has one.
- ensure that all pupils understand asthma so that they can support their peers; and so those with asthma can avoid the stigma sometimes associated with the condition (this might include how to recognise an asthma attack and what to do in the event that another pupil has one when pupils are old or mature enough and may be without close adult supervision).
- take steps to ensure that pupils with asthma are not being bullied by others and apply our anti-bullying procedures to prevent this.
- work in partnership with all interested parties including the governing body, all school staff and other adults, the school or community asthma nurse, parents and carers, other employers of adults working in the school (e.g., cleaning and catering staff), the local health protection team, and pupils to ensure these procedures are, implemented and maintained successfully.

3 Managing pupils' asthma medicines

Pupils with asthma need immediate access to their reliever medicine and are encouraged to carry their reliever inhaler as soon as their parent or carer, GP or asthma nurse, and class teacher agree they are mature enough. The reliever inhalers of children who are not capable of carrying it safely themselves are kept in their classroom or staff room medical cupboard.

It is explained to all staff as part of their induction that any child who appears to need or has asked for their reliever inhaler should be given it immediately and what procedure they must follow.

We ask all parents and carers to ensure that they provide school with a spare reliever inhaler (and spacer device if required) which they have clearly labelled with their child's name. An appropriate member of staff will hold this device separately in case the pupil's own inhaler runs out, or is damaged, lost, or forgotten.

It is the responsibility of parents and carers to ensure that medicines provided by them for their child to use at school have a reasonable length of time left before their expiry date considering how long we will need to keep it. For example, a preventer inhaler to be used once a day after breakfast and due to expire in 2 weeks will be acceptable when school only needs to hold it for a 2-night residential starting that day. A reliever inhaler which may be required infrequently but could be needed at any time should have no less than 2 months left before it expires on the day it is received so that the expiry will be flagged in good time to request a replacement by the regular medicines check we carry out.

If it comes to the attention of staff through their normal duties or regular checks that a medicine has expired or will expire soon, we will inform a parent or carer and ask for a replacement.

If a pupil appears to be using their reliever inhaler more often than expected according to the needs outlined in their ACP/IHCP, we will inform their parents/carers. We might need to review the child's plan with them, or the child might need to see their GP or a community asthma nurse for an asthma review after which we might also need to review their child's plan with them.

It will be agreed between school and home and recorded on the ACP/IHCP how parents or carers would like to be informed about their child's use of their asthma medicines. Notifications can be in

person face-to-face at the end of the school day or by paper slip ([Notification of asthma inhaler use](#)), telephone call, SMS, email.

School staff are not required to administer asthma medicines to pupils (except in an emergency), however many staff at this school are trained and willing to either do this, or to supervise or provide other support to a pupil whilst they self-administer.

School staff who agree to administer medicines are insured by the local authority/governing body to do so when they are acting in accordance with our policies and their training given the circumstances they faced at the time.

4 Procedure for inhaler administration

The procedure for obtaining and using a pupil's asthma reliever inhaler and the school owned emergency salbutamol inhaler are the same but with slight variations affecting certain staff e.g., where the easily accessible but secure place pupils' own inhalers are kept if they cannot carry them, the nearest spare to their work area etc.

The school-owned emergency salbutamol inhaler can only be used by children, for whom written parental consent to use it has been given **and** who have either been diagnosed with asthma and prescribed an inhaler, or who have been prescribed an inhaler as reliever medication.

A pupil who has been prescribed an inhaler for their asthma which contains an alternative reliever medicine to salbutamol (such as terbutaline), should still use the salbutamol inhaler if their own inhaler is not accessible and consent is held – it will still help to relieve their asthma symptoms and could save their life.

All children with a diagnosis of asthma should have a written Asthma Care Plan or School Asthma Card and can complete an [Asthma Care Plan](#) or the [School asthma card – Asthma + Lung UK \(asthmaandlung.org.uk\)](#), although a generic Individual Health Care Plan (IHCP) is not unsuitable.

Salbutamol inhalers are intended for use where a child has asthma. The symptoms of other serious conditions and illnesses, including allergic reaction, hyperventilation, and choking from an inhaled foreign body can be mistaken for those of asthma, and **the use of the emergency inhaler in such cases could lead to a delay in the child getting the treatment they need.**

In an emergency which resembles symptoms of asthma in a pupil who has not been prescribed a reliever inhaler and who does not have a medical plan that indicates school should administer the school emergency salbutamol either, the rules about parental consent can be ignored **only if** staff have dialled 999 and are being given medical authorisation to use it by an appropriate medical professional. In such situations the member of staff administering it, in an emergency and acting under medical instruction, does not need to have had any specialist training.

Staff will supervise or otherwise support a pupil who is able to self-administer their own or the school emergency inhaler, or they will administer it for pupils who are unable to self-administer it in accordance with their training and the [posters](#) 'How to recognise an asthma attack'; and 'What to do in the event of an asthma attack'.

Staff will be aware of and prepared to manage the well-known, normally mild, and temporary side effects of inhaling salbutamol which are not likely to cause serious harm e.g., the child feeling a bit shaky or trembling and their heart beating faster.

4.1 Summary of action staff should take in response to a suspected asthma attack

1. Establish that the pupil in difficulty is experiencing an asthma attack as far as possible and try to keep them calm.
2. Establish the pupil's identity and the correct action to take i.e., whether appendices C and D should be followed or the pupil's individual S/MART Plan i.e., their Maintenance and Reliever

Therapy plan (using only one combination preventer/reliever inhaler – app enabled smart inhalers are not available in the UK yet).

3. Obtain the child's inhaler, the child's spare inhaler, and/or the school emergency inhaler and spacer if required.
4. Check the medicine to be administered is correct, not expired, and will be given at the right dose in the right way i.e., whether a spacer is used or there is a S/MART Plan.
5. Administer or support self-administration of the reliever inhaler in accordance with the [posters/advice](#) or the pupil's S/MART Plan and/or the pupil's ACP/IHCP and call for an ambulance if necessary.
6. [Record the administration](#).
7. Inform parents or carers as agreed or as soon as possible if an ambulance has been called.

5 Managing school supplies of salbutamol

The Human Medicines (Amendment) (No.2) Regulations 2014 allows (but does not require) schools to keep a salbutamol asthma reliever inhaler for use in an emergency.

Governors have agreed to purchase and have school manage at least 2 reliever inhalers and spacers in case of an asthma emergency occurring both on and off at the same time where a child's own inhaler or spare is not available or safe to use. It could prevent an unnecessary and traumatic trip to hospital for a child, and potentially save their life. **This decision does not in any way release parents or carers from their absolute duty to ensure that their child attends school with a fully functional inhaler containing sufficient medicine for their needs.**

5.1 Obtaining salbutamol

This school will buy salbutamol, inhalers, and suitable spacer equipment (as advised by a person no less qualified than a pharmacist) from a pharmaceutical supplier in writing confirming the following:

- the name of the school.
- the purpose for which the product is required; and
- the total quantity required.

5.2 The emergency asthma kit

Each emergency asthma kit will contain:

- 2 salbutamol metered dose inhalers (MDI).
- At least two single-use plastic or disposable spacers compatible with the inhaler (see <https://bit.ly/3nATvmj> for disposable spacers compatible with Ventolin and Salamol inhalers).
- Manufacturer's information and instructions on using the inhaler and spacer/ plastic chamber.
- Instructions on how to administer the inhaler using a spacer/plastic chamber e.g., <https://www.rightbreathe.com/> or [How to use your inhaler | Asthma + Lung UK \(asthmaandlung.org.uk\)](#) or the inhaler manufacturer's videos.
- Advice that disposable salbutamol inhalers and spacers are for use by one person only because of the risk of Covid. Instructions on storing and disposing of single use inhalers/spacers and/or instructions on cleaning and storing inhalers and spacers that are not disposable and are allocated and limited to the use of one person.
- The issuing pharmacist's contact information.
- A checklist of inhalers, identified by batch number and expiry date, with monthly checks recorded.
- A note of the arrangements for replacing the inhaler and spacers.

- A list of children permitted to use the emergency inhaler as detailed in their IHCP or other written parental consent (asthma register).
- [A record of administration](#) (i.e., when the inhaler has been used).
- Pen.
- Asthma champion's name and contact details.

5.3 Storage and care of inhalers

It is the responsibility of **Amy Harvey & Leanne Day** to maintain the school emergency asthma kit ensuring that:

- on a monthly basis the inhaler and spacers are present and in working order, and the inhaler has sufficient number of doses available.
- replacement inhalers are obtained when expiry dates approach.
- replacement spacers are available following use.
- the plastic inhaler housing (which holds the canister) has been cleaned, dried, and returned to storage following use, or that replacements are available if necessary.

Inhalers and spacers are kept in the staffroom which is a safe and suitably central location in school, known to all staff, and to which all staff have access at all times, but in which the inhaler is out of the reach and sight of children. They will not be locked away. School inhalers and spacers will be kept separate from any child's own prescribed inhaler which is stored in a nearby location and the emergency inhaler will be clearly labelled to avoid confusion with a child's own device.

Storage will always be in line with manufacturer's guidelines, usually below 30°C and protected from direct sunlight and extremes of temperature. Spacers will not be stored in plastic bags to avoid them developing a static charge that causes the asthma medicine stick to the spacer rather than being delivered into the lungs.

An inhaler should be tested before use e.g., held away from the face while spraying one or more puffs as necessary. As it can become blocked again when not used over a period of time, testing will be carried out before each use and monthly as part of the working order checks.

To avoid possible risk of cross-infection and because it goes directly in the mouth and can only be cleaned with gentle detergents, the plastic spacer cannot be reused by a different person and could be given to the child who used it to take home/keep labelled with their name in school for future personal use. The inhaler itself however can usually be reused, provided it is cleaned after use. The canister of salbutamol should be removed, and the plastic inhaler housing and cap should be washed in warm running water, and left to dry in air in a clean, safe place. The canister should be returned to the housing when it is dry, the cap replaced, and the inhaler returned to the designated storage place. If there is any risk of contamination with blood i.e., if the inhaler has been used without a spacer, it should not be re-used but disposed of.

5.4 Disposal

This school is registered online at www.gov.uk/waste-carrier-or-broker-registration as a waste carrier so that we can legally dispose of spent, expired, or faulty inhalers and salbutamol canisters or return them to be recycled by the manufacturer and will follow the manufacturer's or our pharmaceutical suppliers' guidelines on disposal (disposed of at Court Thorn Surgery, Low Hesket)

6 Staff training on and use of inhalers

The individual responsible for overseeing the protocol for use of the school emergency inhaler, monitoring its implementation, and for maintaining the asthma register is the Office Manager/Business Manager.

All staff are trained to recognise symptoms of an asthma attack, how to distinguish symptoms from choking or other conditions with similar symptoms, and how to respond to an attack appropriately.

Designated staff have a specific responsibility for helping to administer the school emergency inhaler, i.e., they have volunteered to help a child use the school emergency inhaler, are trained to do so, and are identified in these procedures as people to whom all staff can turn to for support in an asthma emergency.

All staff are also made aware of:

- the school policy for supporting pupils at school with their medical conditions, and their role.
- our asthma procedures, and their role in them.
- how to check if a child is on the asthma register or has an ACP/IHCP.
- how to access and use the school's emergency inhaler.
- who the designated members of staff are and how to summon their help.

Pupils are involved in age and developmentally appropriate ways in our emergency asthma procedures e.g., fetching help or equipment, to increase community asthma awareness, build peer-to-peer resilience, promote leadership skills, and reduce stigma or bullying.

Designated staff are trained in everything that all staff are trained in listed above and:

- responding appropriately to a request for help from another member of staff.
- recognising when emergency action is necessary.
- administering salbutamol inhalers through a spacer.
- making appropriate records of asthma attacks; and
- ensuring parents are informed (see [letter of notification](#) or the ACP/IHCP).

We ask children with inhalers to demonstrate to their teachers how they use it, with parental support, if necessary, to understand their technique, to compare it with their asthma care plan and training staff have received.

We use [Asthma UK resources](#), free and accredited online training from the [George Coller Memorial Fund](#), [manufacturer's](#) user training materials, and specific training or advice offered by the school or community asthma nurse or another suitably qualified professional to inform our practice when managing pupils who have asthma.

7 Record keeping

At the beginning of each school year or when a child joins our school, parents/carers are asked if their child has any medical conditions, including asthma, on their enrolment form.

All parent/carers of pupils with asthma are asked to complete an Asthma UK [School Asthma Card](#) sometimes known as an Asthma Care Plan or an Individual Health Care Plan [delete as appropriate] with advice from their GP or asthma nurse where needed to help us manage their child's asthma symptoms during school activities.

The information will be used to update the school asthma register, which is made available to all school staff and other adults working in the school to ensure reliever medicines are administered appropriately.

We review all asthma plans at least annually, asking parents and carers to update their existing plan or exchange it for a new one and we remind them to tell us as soon as possible if their child's condition or medical needs changes.

Use of a pupil's own reliever inhaler is recorded and notified if necessary and as agreed with parents/carers.

The use of the school emergency inhaler is recorded every time via recording form in the kit and reported to parents/carers using the reporting form in the kit.

8 Exercise and activity - PE and games

Taking part in sports, games and physical activities is an essential part of school life for all pupils but can be a trigger for pupils with asthma.

To maximise participation by and minimise the risks to pupils with asthma we:

- Take reasonable steps to make the activities we offer accessible so that they can participate alongside their peers e.g., moving an outdoor activity indoors at times of very high pollen counts, if necessary, kit checks that include inhalers.
- Ensure all staff and other activity leaders are aware which of the pupils they work with have asthma, how to recognise an asthma attack, and what to do, and have access to the emergency asthma kit and asthma register
- Require all activity leaders to remember to include emotions and pollen in their dynamic risk assessments and take steps to control asthma triggers where possible including regularly reminding pupils at risk how to reduce their exercise-related triggers or reduce their response to triggers e.g., using their reliever inhaler just before warming up for exercise.
- Require all activity leaders to encourage pupils experiencing worsening asthma symptoms to stop, take their reliever inhaler and to sit out quietly until their symptoms have gone before starting the activity again. Anyone experiencing asthma symptoms must not be left alone until they feel better and are continuing with normal activities.
- Have a simple procedure for ensuring pupils' own inhalers are easily available to them during activities when they are not competent to or cannot physically carry them which is clearly communicated with signage if necessary. Procedures vary slightly depending on the pupils and locations, but they all involve the principle of staff gathering clearly labelled personal inhalers, storing them in a hygienic manner which is immediately accessible to pupils throughout activities, carrying or having access to a pupil's own spare inhaler if they have one, and returning them.
- Have clear learning objectives for and plans for the inclusion of pupils with asthma who are too unwell to participate in physical activities e.g., referee, coaching, or other lower risk role.
- Take steps to reassure parents, carers, and pupils that we understand their asthma and can help them manage it and be active.

9 Out of Hours

Extra-curricular activities and out-of-school clubs operated by this school are open to all pupils equally and those with asthma are encouraged to participate in everything we offer alongside their peers.

To enable pupils with asthma to participate as safely as possible, we ensure that all teaching, teaching support staff, sports coaches, and other activity leaders who run school activities outside of normal school hours are aware of our asthma procedures and the pupils they need to be applied for.

Adults leading physical activities are provided with information about minimising asthma triggers and how to encourage pupils to use the advice.

10 School Environment

This school does all that we reasonably can to ensure the school environment is as favourable to pupils with asthma as it is to their peers who do not have the condition.

We also have a duty of care for the health, safety, and wellbeing of pupils and must identify the seriousness of the risks to their health from exposure to their known triggers of asthma and take action to eliminate or manage the risks.

Areas of the curriculum we pay particular attention to which may expose pupils to humidity, extremes of temperature, fumes, smoke, dust, and other aerosol pollutants include science, design technology, food technology, art, religious studies, drama, and PE.

We do not own or keep animals that are known asthma triggers and where it is unavoidable that contact with an animal trigger can become e.g., in the presence of disability service animals or on educational visits off-site, we carefully manage situations that may cause an asthma attack.

This school has a strict 'no smoking' policy in force throughout the site, both indoors and outdoors, and steps are taken to ensure that staff and other adults leading or supervising off-site visits also adhere to this policy.

This school is kept well ventilated to control humidity and temperature, and to prevent dust accumulation, damp, and mould through open doors and windows in line with our security and our fire risk assessment and through forced ventilation.

We actively look for damp and mould problems through normal premises condition monitoring and take action to prevent and deal with incidents as a high priority.

When we have pupils or staff with severe asthma triggered by dust, we will ensure classrooms and any other areas necessary are regularly wet dusted to reduce dust and dust mites.

When contractors are on site, regular discussions take place with them to ensure that their work will not increase risks to pupils or staff with asthma in an unmanageable way e.g., create fumes, smoke, dust etc.

Where possible, grassed areas are not mowed during school hours, and we avoid keeping pollinating plants inside school buildings.

Rooms where pupils change their clothing are well ventilated and pupils are encouraged to use unscented and non-aerosols deodorants or other permitted products.

11 Off-site and Residential Visits

All procedures to be followed on-site to manage asthma, including pupils carrying their own reliever inhaler if they can and staff support for the administration of other asthma medicines or treatments like preventer inhalers, oral steroids, or nebulisers not usually administered during normal school hours, have been adapted to be carried out off-site.

Visit leaders are expected to check the medical needs of pupils in good time to ensure equality of access to the curriculum and to be adequately prepared for their educational visit e.g.

- to understand which pupils, have asthma.
- the severity of their symptoms.
- relevant triggers to be avoided or reduced.
- their treatment or care plan and the role of staff in it.
- and the pupil's competence in carrying and administering their own medicines.

Parental consent to attend a residential visit may need to include additions to the asthma plan because a preventer medicine or other treatment school does not normally manage is required.

All medicines provided for educational visits must be provided to school clearly labelled with the pupil's name by parents or carers.

12 When a pupil is falling behind in lessons

If a pupil is missing a lot of time at school or is always tired because their asthma is disturbing their sleep at night the class teacher will initially talk to the parents/carers to develop a plan to support better management of their asthma and/or to prevent their child from falling behind. If appropriate, the teacher will then talk to the school nurse and special education needs coordinator about the pupil's needs.

We recognise that it is possible for pupils with asthma to have special education needs due to their asthma.

13 Bullying

Whilst bullying can happen to any pupil, this school recognises that those who feel or seem different to others can be particularly vulnerable. Our Anti-bullying procedures which are part of the Whole School Behaviour Policy will be used and enforced in any situation where a pupil is being bullied or intimidated due to their medical condition.

14 Disclaimer

While every effort will be made to ensure that the appropriate medical attention is sought at the earliest opportunity in the event of a pupil experiencing an asthma emergency, this school cannot accept responsibility for adverse events when parents/carers have failed to provide the working reliever inhaler their child needs to manage their asthma symptoms.

15 Access to and review of procedures

The Asthma Procedures will be accessible to all staff and other adults working in the school and the community on our website. A printed copy is available from the school office.

These procedures will be reviewed on a two-yearly cycle.