

— THE —
SWEYNE PARK
— SCHOOL —

Medical Policy

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Introduction

The Sweyne Park School aims to ensure all children with medical conditions have the same opportunities as other pupils. The named person with responsibility for implementing this policy is the Headteacher John Edwards.

The school also has a designated member of the support staff who has responsibility for ensuring medical procedures are followed and healthcare plans are monitored and reviewed.

Designated First Aiders are trained and their certificate is renewed when necessary. The school has 9 fully qualified First Aiders ensuring that the school is fully covered at all times.

Staff are trained in the use of Epi pens and clear about emergency procedures.

Individual training is provided for staff in specific support roles for disabled pupils.

All staff are fully insured under the terms of the public liability section of the insurance policy.

Emergency procedures

In an emergency, staff will fulfil their duty of care understand what action to take. This includes:

- How to contact the emergency services and what information to give
- To contact Pupil Services for immediate a First Aider
- A member of the Leadership Team will be informed
- For pupils: Pupil Services staff will immediately contact the parent/carer or emergency contact on the school system
- For staff: the emergency contact will be informed.

Healthcare plans

Pupils with known medical conditions who require a healthcare plan have this devised in consultation with the pupil, parent/carer and key school staff. These healthcare plans are closely monitored and reviewed regularly.

All relevant staff are informed about pupils' medical conditions and understand their duty of care and are aware of procedures to follow in an emergency. Cover teachers are provided with copies of a 'Pupils with Care Plans' booklet.

Risk assessments

Risk assessments are carried out for all activities and trips according to the Essex Health and Safety Policy.

Pupils who need to be taken to hospital will be accompanied by a member of staff if the parents cannot be contacted in time for them to arrive at school.

Managing Medicines Procedure

The school has clear procedures for the administering of medicines.

- All pupils with inhalers and epi pens carry them with them and a spare is kept in Pupil Services.
- All medicines/tablets are stored in a locked cupboard in the medical area of Pupil Services. It is the parents' responsibility to ensure that medication is in date and keep the school informed of any changes in treatment/management.
- Parents will arrange for these to be labelled with the pupil's names and tutor groups.

- Pupils go to Pupil Services medical area to take the medication at the appropriate times and are supervised while taking the medication. A log is completed to record the time and dosage.

Defibrillators

The school has a defibrillator situated in the PE department and Pupil Services. There are qualified First Aiders who are trained to use this equipment.

Unacceptable practice

All staff are aware that pupils with medical conditions, whether temporary or on-going, should have access to the following at all times:

- Medication when necessary
- Drinking, eating, taking toilet breaks in order to manage their condition
- Participate in all aspects of school life, including extra-curricular activities and trips

It is therefore unacceptable for staff not to comply with these arrangements.

The Sweyne Park School Disability, Equality Objectives and Scheme.

QUALITY INFORMATION AND OBJECTIVES

1. AIMS

Our school aims to meet its obligations under the public sector equality duty by having due regard for the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic¹ and those who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and those who do not share it.

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination;
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. ROLES AND RESPONSIBILITIES

The Sweyne Park Local Governing Body (LGB) will:

- Ensure that equality information and objectives as set out in this statement are published and communicated through the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Equality link governor is **Simon Anslow**. He will:

- Meet with the designated member of staff for equality and other relevant staff members every term, to discuss any issues and how they are being addressed.
- Ensure that she is familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the Sweyne Park LGB regarding any issues in relation to equality.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to the LGB.

The designated member of staff for equality is **Richard Bradley**. He will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard for this document and to work to achieve the objectives set out in Section 8.

4. ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example in staff briefing and, in particular, the staff bulletin. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The wider school community is reminded of their responsibilities to eliminate discrimination, for example through assemblies, tutor time, the curriculum (especially CPRE) and the Sweyne Park Times.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They liaise on a regular basis regarding any issues, and make senior staff and governors aware as appropriate.

5. ADVANCING EQUALITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils with disabilities).
- Taking steps to meet the particular needs of people with a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

- Analyse progress data to determine the outcomes achieved by pupils with particular characteristics, using this to determine strengths and areas for improvement and implement actions in response.

6. FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who have a protected characteristic and those who do not share it by:

- Promoting tolerance and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Citizenship and Personal Education (CPE), as well as activities in other curriculum areas. For example, as part of the curriculum in English, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes maintaining links with different faith groups.

- Encouraging and implementing initiatives to enhance relationships within and between different groups of pupils. For example, our school council has representatives from each year group and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities.
- All pupils receive an introduction to deaf awareness in Year 7, and British Sign language (BSL) clubs are available for all pupils.
- We are supportive of requests for consideration in relation to religion.

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considered whether the trip:

- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.
- Cuts across any religious holidays observed by pupils in the school.

The school keeps a written record (known as an Equality Impact Assessment) to show that we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. Additional risk assessment guidance for hearing impaired pupils is available for staff planning trips. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

8. EQUALITY OBJECTIVES

Objective 1: Transgender and LGBT pupils will be fully included in the school community.

We have chosen this objective because an increasing number of pupils identify as LGBT within the school. To achieve this objective, we plan to:

- Give a member of the leadership team the role of overseeing provision and support for our transgender strategy,
- Use assemblies to raise awareness and promote understanding of LGBT.
- Provide training for heads of year in identifying the signs of pupils considering their gender identity.
- Designated member of staff for transgender to develop expertise and resources to support relevant pupils.
- End the practice of queuing on a gender basis.
- Stop providing class lists divided by gender.
- Establish an LGBT support group. Contact has been made with the Youth Service to provide support with this.
- Provide peer mentoring for identified pupils who request support in relation to their sexuality.
- Embed LGBT into the safeguarding and History curriculums.
- Create a display about the history of LGBT rights.
- Audit the presentation of LGBT in the books in the Library.

Objective 2: improve access to key areas of the building for disabled pupils.

We have chosen this objective because there are pupils with increasingly diverse needs and it is necessary to ensure that our provision is appropriate to meet their needs. To achieve this objective, we plan to:

- Replace the access doors in the corridors throughout the school to improve accessibility for pupils with wheelchairs and enhance the listening environment for deaf pupils by reducing noise.
- Renovate LD (the principal base for pupil support) so that pupils are able to receive discreet, individual support.
- Replace the doors leading into LD to improve accessibility for pupils with wheelchairs.
- Improve the light sources in LD to improve visibility for pupils with visual impairments.
- Fit acoustic treatment into LD to improve accessibility for pupils with hearing impairments.
- Improve the acoustic environment in two rooms in our Resource Base for Deaf pupils. Ensure refurbished rooms meet the British Association of Teachers of the Deaf (BATOD) standard of a signal to noise ratio below 35 and reverberation below 0.4. Both these standards are higher than the Building Regulations Standard BB93. This will also be the case in LD.

Objective 3: improve the outcomes for boys, in particular high ability boys.

We have chosen this objective because our data analysis indicates that this cohort of pupils is achieving less good outcomes than other cohorts. To achieve this objective, we plan to:

- Give a senior member of staff the role of overseeing our provision and outcomes for high ability boys.
- Continue to run a mentoring programme for high ability boys at risk of underachievement in Year 11, focusing on:
 - Regular 1-1 meetings with pupils;
 - Raising expectations of the quality of work;
 - Raising aspirations for post-16 study;
 - Encouraging pupils to engage with revision.
- Organise opportunities for potentially underachieving boys to observe Sixth Form lessons to raise aspirations.
- Engage with external providers to ensure pupils have better, earlier access to information about apprenticeships.
- Develop liaison with subject teachers regarding this cohort, including scrutiny of work.
- Tutors to co-ordinate attendance of identified pupils in this cohort at revision workshops.
- Deliver a tailored session regarding how to revise to this cohort of pupil prior to Year 11 mocks.
- Develop deployment of Assistant heads of Year to monitor this cohort at KS3.

Objective 4: to continue to ensure access for all staff.

We have chosen this objective because we value all staff and it is important for pupil progress that all staff are able to do their jobs effectively. To achieve this objective, we plan to:

- Continue to pay into Essex County Council's Occupational Health service in order to receive their advice and guidance.
- Continue to make reasonable adjustments required to ensure that staff are able to access work. (There are currently no staff who require adjustments that have not already been made.)

9. MONITORING ARRANGEMENTS

The designated member of staff for equality, in association with the Headteacher and Sweyne Park LGB, will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the designated member of staff for equality, in association with the Headteacher, at least every four years.

Sweyne Park LGB will be asked to recommend this policy to the Board of Trustees for adoption.

10. LINKS WITH OTHER POLICIES

This document link to the following policies:

- SEND Policy
- Equality Policy
- Accessibility plan
- Risk assessment