

Individual Health Care Plans Policy

Supporting pupils with Medical Conditions

Policy amended by:	A. Applin	June 2016
Consultation by:	SLT	June 2016
Reviewed and recommended by:	Welfare Committee	September 2016
Approved by:	Full Governing Body	November 2016
To be Reviewed by:	Annually	February 2018

INDIVIDUAL HEALTH CARE PLANS POLICY

Supporting Pupils with Medical Needs

This school is an inclusive community that aims to support and welcome pupils with medical conditions.

- The Henry Beaufort School understands that it has a responsibility to make the school welcoming and supportive to pupils with medical conditions (including mental health issues) who currently attend and to those who may enrol in the future.
- The Henry Beaufort School School aims to provide all children with all medical conditions the same opportunities as others at school.
- Pupils with medical conditions are encouraged to take control of their condition.
- Pupils feel confident in the support they receive from the school to help them do this.
- The Henry Beaufort School School aims to include all pupils with medical conditions in all school activities.
- The Henry Beaufort School School ensures all staff understand their duty of care to children and young people in the event of an emergency.

Introduction

An Individual Health Care Plan (IHCP) is a type of nursing care plan that fulfils both administrative and clinical purposes. For the food allergic child, an IHCP also contains an emergency care plan for managing and treating an allergic reaction, should one occur while the child is at school.

IHCPs should be written by the school nurse in collaboration with the student, family, educators, and healthcare care providers. Every student with a confirmed diagnosis of food allergy and medical disorders should have an IHCP (if appropriate)

An IHCP addresses what the school will do to establish and maintain a safe school environment for the medically unwell pupil. For example, an IHCP will detail what measures the school team will take to reduce any risk associated with the medical condition e.g. in the case of a pupil with allergies details of allergen exposure, recognition of symptoms of an allergic reaction and prompt intervention with the appropriate treatment.

Supporting a child with a medical condition during school hours is not the sole responsibility of one person. Partnership working between school staff including the leadership team, healthcare professionals, and parents and pupils is critical.

It is important to remember that not every child with the same conditions requires the same treatment and that the school ensures no barriers for the individual to participate in every day school life.

The designated IHCP supervisor is the Student Support Officer who is overseen by the Bursar.

Training

Staff wishing to be part of an unwell pupil's care in school will undertake training, as appropriate, from senior leaders or external professionals on the expectations of support for children with medical needs. This may include specific skills such as epipen use / diabetes injections for individual children, supporting an eating disordered pupil to have meals or general awareness of adaptations needed for children with additional needs.

Staff should not be administering specific medications, related to IHCP's, without appropriate training from healthcare professionals.

A first aid certificate does not constitute appropriate training for individual medical needs. Whilst staff may be trained and aware of medical protocols, staff may be asked to provide support to pupils with medical needs although they cannot be required to do so.

Meeting Individual Needs

IHCPs once written should provide clear information to all within the school setting on how to support the needs of the individual pupil. Plans should also provide clear steps to case in case of emergency and protocols to follow.

Although teachers are not required under teachers' professional duties to administer medicines, they should be able to provide support to individuals and take into account the needs and adaptations that may be required for pupils they teach.

This may include being allowed to drink, eat, take toilet breaks or other breaks when needed to allow them to manage their medical condition.

Administering Medicines:

After discussion with parents, children who are competent should be encouraged to take responsibility for managing their own medicines and procedures. Wherever possible, children should be allowed to carry their own medicines and relevant devices or should be able to access their medicines for self-medication, quickly and easily. Children who can take their medicines themselves or manage procedures may require a level of supervision. If it is not appropriate for a child to self-manage, then relevant staff should administer medicines and manage procedures for them.

If a child refuses to take medicine or carry out a necessary procedure, staff should not force them to do so, but follow the procedure agreed in the individual healthcare plan. Parents should be informed.

Information on IHCP's

When creating plans, the following should be taken into consideration:

- the medical condition, its triggers, signs, symptoms and treatments
- the pupil's resulting needs, including medication (its side-effects and its storage) and other treatments, dose, time, facilities, equipment, testing, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons
- specific support for the pupil's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions

- the level of support needed, (some children will be able to take responsibility for their own health needs), including in emergencies. If a child is self-managing their own medication, this should be clearly stated with appropriate arrangements for monitoring
- who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical condition from a healthcare professional
- who in the school needs to be aware of the child's condition and the support required
- written permission from parents for medication to be administered by a member of staff, or self-administered by individual pupils during school hours
- where the medication is to be safely stored
- separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate e.g. risk assessments
- where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child's condition
- what to do in an emergency, including whom to contact, and contingency arrangements

Collaboration with all Stakeholders

It is essential that all stakeholders, including the child concerned, are involved in creating and supporting / monitoring IHCPs to ensure that the needs of pupils with medical needs are successfully met. Therefore review meetings will take place as required (or straight away if medical requirements change) with all stakeholders and medical professionals invited to attend.

Trips, Sporting activities and residential visits

Teachers and staff leading events should be aware of the needs of individual children so that adaptations, where necessary, can be made so that all pupils can still participate. Schools should ensure that all pupils can be included in trips, visits and events unless information from a GP or consultant states otherwise. Training requirements will be provided to staff to support students on trips but the opportunity to attend is at the discretion of staff. Any medication required will necessitate parental agreement that the student is able to self medicate.

Policy written in conjunction with advice from:

DfE 'Supporting pupils at school with medical conditions, Feb 2014
Equality Act, 2010

Figure 1- Procedures following a mental health concern

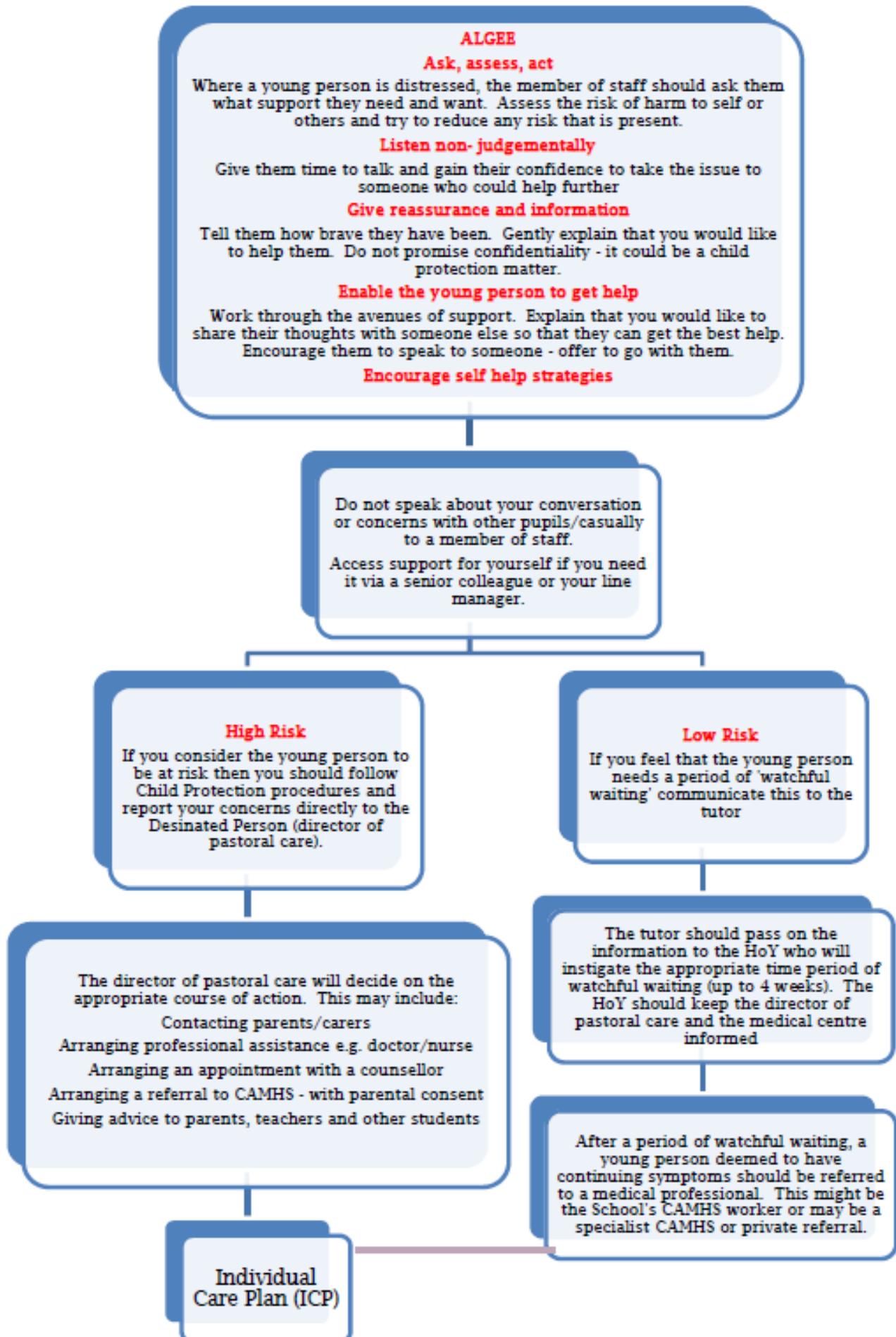
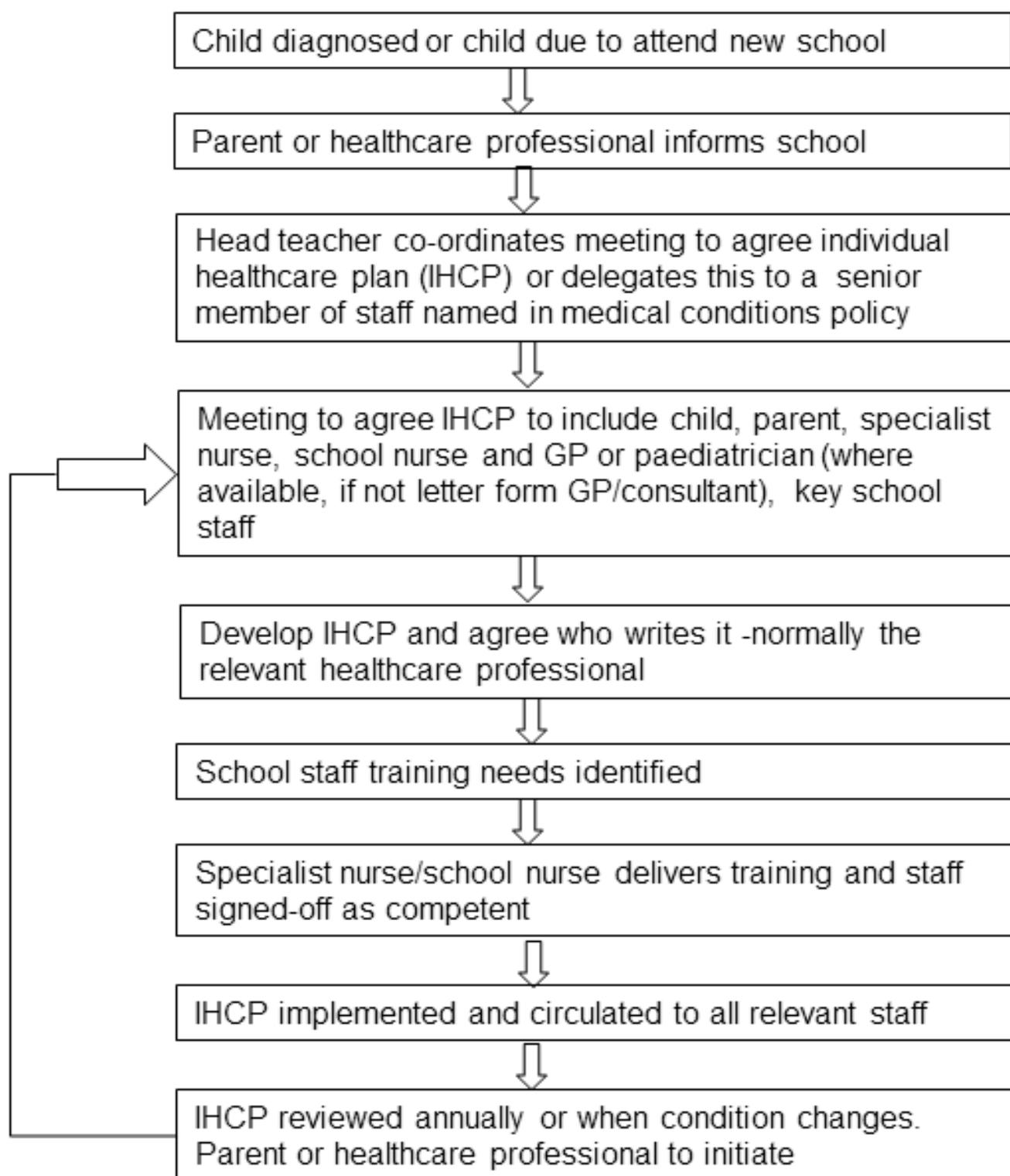


Figure 2- Process for students requiring IHCP



Appendix 1- Exemplar Information



The HENRY BEAUFORT School

At The Henry Beaufort School there are no limitations to individual success; we do not accept mediocrity or complacency
www.beaufort.hants.sch.uk

East Woodhay Road
Harestock
Winchester
Hants SO22 6JJ
Tel: 01962 880073
Fax: 01962 883667
admin@beaufort.hants.sch.uk

Headteacher: Miss S Hearle

Dear Parent

DEVELOPING AN INDIVIDUAL HEALTHCARE PLAN FOR YOUR CHILD

Thank you for informing us of your child's medical condition. I enclose a copy of the school's policy for supporting pupils at school with medical conditions for your information.

A central requirement of the policy is for an individual healthcare plan to be prepared, setting out what support the each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on your child's case. The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom. Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. We will need to make judgements about how your child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

A meeting to start the process of developing your child's individual health care plan has been scheduled for **xx/xx/xx**. I hope that this is convenient for you and would be grateful if you could confirm whether you are able to attend. The meeting will involve [the following people]. Please let us know if you would like us to invite another medical practitioner, healthcare professional or specialist and provide any other evidence you would like us to consider at the meeting as soon as possible.

If you are unable to attend, it would be helpful if you could complete the attached individual healthcare plan template and return it, together with any relevant evidence, for consideration at the meeting. I [or another member of staff involved in plan development or pupil support] would be happy for you contact me [them] by email or to speak by phone if this would be helpful.

Yours sincerely



Individual Healthcare Plan Exemplar No 1 – Depression/Anxiety

Name of school/setting	Z Academy
Child's name	X
Group/class/form	
Date of birth	
Child's address	
Medical diagnosis or condition	Depression and Anxiety
Date	
Review date	

Family Contact Information

Name	
Phone no. (work)	
(home)	
(mobile)	
Name	
Relationship to child	
Phone no. (work)	
(home)	
(mobile)	

Clinic/Hospital Contact

Name	
Phone no.	

G.P.

Name	
Phone no.	

Who is responsible for providing support in school

In lessons: LSA support where available
Out of lesson pastoral support: Guidance Manager
Named SLT member(reporting to Headteacher): Deputy Head

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

No medicine is required to be administered by the school. Symptoms include observable low mood, self harm (scratching backs of hands), lack of concentration, observable anxiety in school particularly at lesson change, assembly tutorial periods, and break/lunch times. CROWDED CORRIDORS ARE TRIGGERS FOR ANXIETY ATTACKS. . *Plan to leave lessons 5 mins early to avoid this?*

After discharge from Leigh House Hospital, X will be accessing DB Therapy sessions and psychology sessions through CAMHS (Tier 3). Strategies identified for X to use to help herself in class will be shared by team at Leigh House and CAMHS to be filtered to school LSA team and Guidance Manager prior to starting school.

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Quetiapine - Potential side effects (taken at home)

- confusion
- dizziness, faintness, or lightheadedness when getting up suddenly from a lying or sitting position
- sleepiness or unusual drowsiness

SEEK MEDICAL ADVICE IMMEDIATELY IF ANY OF THE FOLLOWING OCCUR..

- Convulsions (seizures)
- decreased urine
- dry mouth
- increased thirst
- mood changes
- muscle pain or cramps
- nausea or vomiting
- numbness or tingling in the hands, feet, or lips
- weakness

Daily care requirements

Academically no support is needed for X. However, when anxiety levels are high cognitive functions are affected, recall is impaired and concentration lapses significantly.

Emotional support should be available/provided as and when required. Learning support area nominated as X's "safe place" - should she feel the need to remove herself from lessons she will immediately return to the learning support room where the LSA on duty will notify the guidance manager.

ALL STAFF WHO HAVE CONTACT with X should be aware of her vulnerability.

Who will disseminate issues/actions to relevant teaching/support staff and how?
Guidance Manager through email.

X will carry a 'fidget' with her to all lessons to help ease her anxiety.

If X leaves class early, initially she will be invited to return to lesson after 10 minutes. If this is declined, a further 10 minutes in the Learning Support area will be given. If a return to class is declined at the second asking, parents will be informed and X will need to be collected from the school for the remainder of the day - to return the following morning.

If X does not come to school as arranged, parents to advise school and meet with staff /CAMHS contact to discuss problem and resolution.

Specific support for the pupil's educational, social and emotional needs

X will have weekly meetings with Guidance Manager at 1.15pm every Friday to monitor mood, general educational progress and any specific areas of anxiety.

X will not attend tutor periods but will be escorted to her first lesson from the reception area. This will be reviewed every term.

Arrangements for school visits/trips etc

Prior to the trip a named member of staff to be allocated to X for the duration of the trip. Staff member to make themselves known to X before setting off. If unable to attend trip on the day X to be provided with support in school for "private study".

Other information

Any change in X's mood or attainment in lessons should be noted and reported to Guidance Manager.

Describe what constitutes an emergency, and the action to take if this occurs

These recommendations are made to acknowledge and cater for X's known suicidal ideation & history of self-harm -

Trigger ; elevated anxiety level from internal or external issues

Symptoms: breathing pattern changes, crying, unable to hear/react to staff

Actions Scenario 1: In the case of X's leaving a lesson and her whereabouts being unknown - her parents will be immediately notified. Upon discovery X should be sent home to return the following day. If not found, Police should be alerted.

Action Scenario 2: In the case of deliberate self harm - (dependant on the severity of the self harm) X will be sent to the medical room, parents to be immediately notified. If severe - medical assistance to be sought immediately.

Action Scenario 3: In the case of attempted suicide - emergency services to be called (see attached); parents to be notified immediately

Who is responsible in an emergency (state if different for off-site activities)

Guidance manager
Named SLT member (reporting to Headteacher)
Allocated staff member on off-site activities (To notify SLT immediately in emergency)

Plan developed with

Parents & X
Guidance manager
Named SLT member
CAMHS 3 contact
CAMHS 4 contact if relevant

Staff training needed/undertaken - who, what, when

Form copied to:

Appendix 2- Exemplar Information



The HENRY BEAUFORT *School*

At The Henry Beaufort School there are no limitations to individual success; we do not accept mediocrity or complacency
www.beaufort.hants.sch.uk

East Woodhay Road
Harestock
Winchester
Hants SO22 6JJ
Tel: 01962 880073
Fax: 01962 883667
admin@beaufort.hants.sch.uk

Headteacher: Miss S Hearle

Dear Parent

DEVELOPING AN INDIVIDUAL HEALTHCARE PLAN FOR YOUR CHILD

Thank you for informing us of your child's medical condition. I enclose a copy of the school's policy for supporting pupils at school with medical conditions for your information.

A central requirement of the policy is for an individual healthcare plan to be prepared, setting out what support the each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on your child's case. The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom. Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. We will need to make judgements about how your child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

A meeting to start the process of developing your child's individual health care plan has been scheduled for **xx/xx/xx**. I hope that this is convenient for you and would be grateful if you could confirm whether you are able to attend. The meeting will involve [the following people]. Please let us know if you would like us to invite another medical practitioner, healthcare professional or specialist and provide any other evidence you would like us to consider at the meeting as soon as possible.

If you are unable to attend, it would be helpful if you could complete the attached individual healthcare plan template and return it, together with any relevant evidence, for consideration at the meeting. I [or another member of staff involved in plan development or pupil support] would be happy for you contact me [them] by email or to speak by phone if this would be helpful.

Yours sincerely



Individual Healthcare Plan Exemplar No 1 – Eating Disorder

Name of school/setting	W Academy
Child's name	X
Group/class/form	
Date of birth	
Child's address	
Medical diagnosis or condition	Anorexia Nervosa
Date	
Review date	

Family Contact Information

Name	
Phone no. (work)	
(home)	
(mobile)	
Name	
Relationship to child	
Phone no. (work)	
(home)	
(mobile)	

Clinic/Hospital Contact

Name	
Phone no.	

G.P.

Name	
Phone no.	

Who is responsible for providing support in school

In lessons: n/a

Break/Lunch:

Out of lesson pastoral support: Guidance Manager

Named SLT member(reporting to Headteacher):
Deputy Head

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

No medicine is required to be administered by the school.

Symptoms include visible low mood, thoughts and evidence of self harm (scratching at wrists), anxiety around food.

Triggers: approaching meal times

After discharge from Leigh House Hospital, X will be accessing therapy sessions and psychology sessions through CAMHS (Tier 3). Weight and BMI will be monitored by family GP. Any significant weight decrease will be reported to the school by parents.

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Fluoxetine - Potential side effects (taken at home)

More common

- Hives, itching, or skin
- inability to sit still
- restlessness

Rare

- Anxiety
- cold sweats
- confusion
- convulsions (seizures)
- diarrhoea
- difficulty with

- drowsiness
 - fast or irregular heartbeat
 - headache
 - lack of energy
 - mood or behaviour changes
 - overactive reflexes
 - purple or red spots on the skin
 - racing heartbeat
 - shakiness or unsteady walk
 - shivering or shaking
 - trouble with breathing
 - unusual or incomplete body or facial movements
 - unusual tiredness or weakness
- rash
- concentration

Daily care requirements

Academically no support is needed for X. However, when anxiety levels are high cognitive functions are affected, recall is impaired and concentration lapses significantly. This may be observed particularly in the lesson before a food break.

Who will disseminate issues/actions to relevant teaching/support staff and how?
Guidance Manager through email.

Emotional support should be available/provided as and when required; Miss Y in the Learning Centre will be the named person for X to go to when unable to manage her anxiety. If X unable to return to planned timetable after verbal support given she is to have 5 further minutes in Learning Centre to reassess and, if still unable to access education, parents called to take her home until the next day. **NB For schools to discuss/consider - Would your school want to have lessons sent to your version of the Learning Centre for X to keep working in that small environment or are you developing pupil's ability to face anxiety and work through consequences of being unable to manage by sending them home?? Would you start with one method then move to the second one as pupil gets better?? Whatever you do, plan for it and stick to the plan!*

X will eat break time snack and lunch in her tutor room with Mrs X on a Monday, Tuesday and Thursday; and Miss Y on a Wednesday and Friday. This is to be reviewed in half termly meetings with CAMHS contact and parents.

If snack is refused parents should be informed and noted on record.

If lunch is refused parents to be notified and X to be taken home to return the following day. CAMHS to be informed.

If X does not come to school as arranged, due to a refusal of breakfast, parents to advise school and meet with staff/CAMHS contact to discuss problem and resolution.

Specific support for the pupil's educational, social and emotional needs

X will have weekly meetings with Guidance Manager at 1.15pm every Friday to monitor mood, general educational progress and any specific areas of anxiety. GM to liaise weekly with parents by pre-arranged phone call after this meeting.

Arrangements for school visits/trips etc

Prior to the trip a named member of staff to be allocated to X for snack/meals on the trip. Staff member to make themselves known to X before setting off. Any refusal of food/drink should be noted and reported to parents on return. Discussion to take place on viability of further off-site trips.

Other information

Any significant change in X's mood or attainment in lessons should be noted and reported to Guidance Manager.

In the case of very rapid weight loss or X's BMI falling below 16 - school will be informed by parents/CAMHS. Subject teachers should provide work for X to complete at home/in a hospital setting should health allow.

Describe what constitutes an emergency, and the action to take if this occurs

Trigger: approaching meal time

Symptom: panic attack/withdrawal from engaging in lesson/crying

Scenario: if X runs out of lesson/school grounds

- Teacher/LSA who witnesses calls Guidance Manager who then informs SLT if X does not appear in Learning Centre.
- Guidance Manager locates X's best friend(s) to see if she has contacted/texted/planned to meet them.
- SLT call parents to advise and see if X returns home.

If X is not located after a reasonable period of time, Police to be called.

Who is responsible in an emergency (state if different for off-site activities)

Guidance manager

Named SLT member (reporting to Headteacher)

Allocated staff member on off-site activities (to notify SLT immediately by phone in emergency)

Plan developed with

Parents and X

Guidance manager

Named SLT member reporting to Headteacher

CAMHS 3 contact

Staff training needed/undertaken - who, what, when

Supporting eating with an anorexic adolescent - CAMHS contact to model behaviour and train allocated staff members. Needed at start of attendance to school/after IHP agreed/??

Form copied to:

Appendix 3- Exemplar Information



The HENRY BEAUFORT School

At The Henry Beaufort School there are no limitations to individual success; we do not accept mediocrity or complacency
www.beaufort.hants.sch.uk

East Woodhay Road
Harestock
Winchester
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Tel: 01962 880073
Fax: 01962 883667
admin@beaufort.hants.sch.uk

Headteacher: Miss S Hearle

Dear Parent

DEVELOPING AN INDIVIDUAL HEALTHCARE PLAN FOR YOUR CHILD

Thank you for informing us of your child's medical condition. I enclose a copy of the school's policy for supporting pupils at school with medical conditions for your information.

A central requirement of the policy is for an individual healthcare plan to be prepared, setting out what support the each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on your child's case. The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom. Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. We will need to make judgements about how your child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

A meeting to start the process of developing your child's individual health care plan has been scheduled for **xx/xx/xx**. I hope that this is convenient for you and would be grateful if you could confirm whether you are able to attend. The meeting will involve [the following people]. Please let us know if you would like us to invite another medical practitioner, healthcare professional or specialist and provide any other evidence you would like us to consider at the meeting as soon as possible.

If you are unable to attend, it would be helpful if you could complete the attached individual healthcare plan template and return it, together with any relevant evidence, for consideration at the meeting. I [or another member of staff involved in plan development or pupil support] would be happy for you contact me [them] by email or to speak by phone if this would be helpful.

Yours sincerely



Individual Healthcare Plan Exemplar No 1 – OCD & Anxiety

Name of school/setting	Y Academy
Child's name	X
Group/class/form	
Date of birth	
Child's address	
Medical diagnosis or condition	OCD and Anxiety
Date	
Review date	

Family Contact Information

Name	
Phone no. (work)	
(home)	
(mobile)	
Name	
Relationship to child	
Phone no. (work)	
(home)	
(mobile)	

Clinic/Hospital Contact

Name	
Phone no.	

G.P.

Name	
Phone no.	

Who is responsible for providing support in school

**In Lessons: LSA support in where available.
Out of lesson pastoral support: Guidance Manager
Named SLT member (reporting to Headteacher): Deputy Head**

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

No medicine is required to be administered by the school.

Symptoms include low mood; thoughts of self harm; lack of concentration; observable anxiety in school particularly at lesson change, assembly, tutorial periods, and break/lunch times; repeated or 'stuck' behaviours; refusal to complete or take part in certain activities.

After discharge from Leigh House Hospital, X will be accessing therapy sessions and psychology sessions through CAMHS (Tier 3). Strategies explored in these sessions to be shared with school.

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Fluoxetine - Potential side effects (taken at home)

More common

- Hives, itching, or skin
- inability to sit still
- restlessness

Rare

- Anxiety
- cold sweats
- confusion
- convulsions (seizures)
- diarrhoea
- difficulty with

- drowsiness
 - fast or irregular heartbeat
 - headache
 - lack of energy
 - mood or behaviour changes
 - overactive reflexes
 - purple or red spots on the skin
 - racing heartbeat
 - shakiness or unsteady walk
 - shivering or shaking
 - trouble with breathing
 - unusual or incomplete body or facial movements
 - unusual tiredness or weakness
- rash
- concentration

Daily care requirements

Academically no support is needed for X. However, when anxiety levels are high cognitive functions are affected, recall is impaired and concentration lapses significantly. This may be observed particularly when there is a lack of routine or a change in the routine of the day. **Unstructured lessons can raise anxiety and affect concentration & cognitions/academic progress.**

Emotional support should be available/provided as and when required. ALL STAFF WHO HAVE CONTACT with X should be aware of his/her vulnerabilities.

Learning Support Area nominated as X's safe place - should he/she feel the need to remove him/herself from lessons s/he will immediately return to the learning support room where the **teacher on duty will notify the Guidance Manager.**

If X leaves class early, initially s/he will be invited to return to lesson after 10 minutes. If this is declined, a further 10 minutes in the Learning Support area will be given. If a return to class is declined at the second asking, parents will be informed and X will need to be collected from the school for the remainder of the day - to return the following morning.

All staff to be aware that X will use own stationery equipment in all lessons. S/he is to be allowed to wipe down working area with **one** antiseptic wipe before sitting down to start the lesson.

Staff to be aware that toilet breaks mid lesson should be monitored for duration and any excessive amount of time spent out of the classroom should be reported to the Guidance Manager.

Should X become 'stuck' and completely unable to participate in lessons s/he should be encouraged to make way to the learning support room. Parents should be contacted and X to be collected from the school for the remainder of the day - to return the following morning.

If X does not come to school as arranged, parents to advise school and meet with staff/CAMHS contact to discuss problem and resolution.

Specific support for the pupil's educational, social and emotional needs

X will have weekly meetings with Guidance Manager at 1.15pm every Friday to monitor mood, general educational progress and any specific areas of anxiety.
Action point: Guidance Manager to phone parents at pre-arranged time to give/receive feedback of the week.

Arrangements for school visits/trips etc

Prior to the trip a named member of staff to be allocated to X for the duration of the trip. Staff member to make themselves known to X before setting off. If unable to attend trip X to be provided with support in school for "private study".

Other information

Any change in X's mood, behaviour, or attainment in lessons should be noted and reported to Guidance Manager.

Describe what constitutes an emergency, and the action to take if this occurs

Triggers: Overcrowding in corridors, assembly
Anxiety around compulsion/ritual eg germs on desk
Scenario 1: "Paralysed" by anxiety in classroom situation
Action: Trained staff member "talks X down". Remove & escort to quiet area.
Assess ability to return to lessons or parents to collect.
Scenario 2: X "stuck" in loos. Very distressed and unable to come away from sink
Action: where washing hands obsessively
Set time boundaries, stating what is expected at end of that time

Who is responsible in an emergency (state if different for off-site activities)

Guidance manager
Named SLT member (reporting to Headteacher)
Allocated staff member on off-site activities (to notify SLT immediately by phone in emergency)

Plan developed with

Parents and X
Guidance manager
Named SLT member
CAMHS 3 contact
CAMHS 4 contact (if relevant)

Staff training needed/undertaken - who, what, when

Staff trained in de-escalation techniques.

Form copied to:

Further Reading and Useful Links

HM Government (2011), *No Health Without Mental Health*, Department of Health

Websites:

Young Minds: http://www.youngminds.org.uk/for_parents

b-eat: <http://www.b-eat.co.uk/>

Childline: <http://www.childline.org.uk>

Mind: <http://www.mind.org.uk/>

NHS: <http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx>

Mental Health Foundation: <http://www.mentalhealth.org.uk/>

Stem4: <http://www.stem4.org.uk/>

Royal College of Psychiatrists: <http://www.rcpsych.ac.uk/expertadvice/youthinfo/parentscarers.aspx>