

*Learning, to make a difference, in  
God's world*

# **Pilgrims' Cross CE Aided Primary School**



**Allergy Policy 2026-2027**

# PILGRIMS' CROSS CE AIDED PRIMARY SCHOOL

## Revision record

| Revision No. | Date Issued | Prepared By | Approved | Comments   |
|--------------|-------------|-------------|----------|------------|
| 1            | June 2026   | JC          | FGB      | New policy |

### 1. Introduction

An allergy is a reaction of the body's immune system to substances that are usually harmless. The reaction can cause minor symptoms such as itching, sneezing or rashes but sometimes causes a much more severe reaction called anaphylaxis.

Anaphylaxis is a serious, life-threatening allergic reaction. The whole body is affected often within minutes of exposure to the allergen, but sometimes it can be hours later. Causes can include foods, insect stings, and drugs.

Most healthcare professionals consider an allergic reaction to be anaphylaxis when it involves difficulty breathing or affects the heart rhythm or blood pressure. Anaphylaxis symptoms are often referred to as the ABC symptoms (Airway, Breathing, Circulation).

It is possible to be allergic to anything which contains a protein; however most people will react to a fairly small group of potent allergens.

Common UK Allergens include (but are not limited to):-  
Peanuts, Tree Nuts, Sesame, Milk, Egg, Fish, Latex, Insect venom, Pollen and Animal Dander.

This policy sets out how Pilgrims' Cross CE Aided School will support pupils with allergies, to ensure they are safe and are not disadvantaged in any way whilst taking part in school life.

- in allergy management. The Allergy Action Plan will be kept updated accordingly.

### 2. Parent Responsibilities

- On entry to the school, it is the parent's responsibility to inform office staff of any allergies. This information should include all previous serious allergic reactions, history of anaphylaxis and details of all prescribed medication.
- Parents are to supply a copy of their child's Allergy Action Plan ([BSACI plans](#) preferred- see Appendix ?) to school. If they do not currently have an Allergy Action Plan this should be developed as soon as possible in

collaboration with a healthcare professional  
e.g. School nurse/GP/allergy specialist.

- Parents are responsible for ensuring any required medication is supplied, in date and replaced as necessary.
- Parents are requested to keep the school up to date with any changes in allergy management. The Allergy Action Plan will be kept updated accordingly.

### **Staff Responsibilities**

- All staff will complete anaphylaxis training. Training is provided for All staff on a yearly basis and on an ad-hoc basis for any new members of staff.
- Staff (regular or cover classes) must be aware of the pupils in their care who have known allergies as an allergic reaction could occur at any time and not just at mealtimes. Any food-related activities must be supervised with due caution.
- Staff leading school trips will ensure they carry all relevant emergency supplies. Trip leaders will check that all pupils with medical conditions, including allergies, carry their medication. Pupils unable to produce their required medication will not be able to attend the excursion.
- H&S Admin *will* ensure that the up-to-date Allergy Action Plan is kept with the pupil's medication.
- It is the parent's responsibility to ensure all medication in date however the H&S Admin will check medication kept at school on a termly basis and send a reminder to parents if medication is approaching expiry.
- H&S Admin keeps a register of pupils who have been prescribed an adrenaline auto-injector (AAI) and a record of use of any AAI(s) and emergency treatment given.
- H&S Admin ensures that any reaction or near misses is recorded and reported internally or in accordance with RIDDOR

### **Pupil Responsibilities**

- Pupils are encouraged to have a good awareness of their symptoms and to let an adult know as soon as they suspect they are having an allergic reaction.
- Pupils who are trained and confident to administer their own AAIs will be encouraged to take responsibility for carrying them on their person at all times.

## **3. Allergy Action Plans**

Allergy action plans are designed to function as individual healthcare plans for children with food allergies, providing medical and parental consent for schools to administer medicines in the event of an allergic reaction, including consent to administer a spare adrenaline auto- injector.

British Society of Allergy and Clinical Immunology (BSACI) Allergy Action Plans are produced by a medical professional and should not be created by school. These are a national plan that has been agreed by the BSACI, Anaphylaxis UK and Allergy UK. The allergy action plans are designed to function as an individual healthcare plan.

#### 4. Emergency Treatment and Management of Anaphylaxis

##### **What to look for (see also Appendix 2):**

Symptoms usually come on quickly, within minutes of exposure to the allergen.

Mild to moderate allergic reaction symptoms may include:

- a red raised rash (known as hives or urticaria) anywhere on the body
- a tingling or itchy feeling in the mouth
- swelling of lips, face or eyes
- stomach pain or vomiting.

More serious symptoms are often referred to as the ABC symptoms and can include:

- **AIRWAY** - swelling in the throat, tongue or upper airways (tightening of the throat, hoarse voice, difficulty swallowing).
- **BREATHING** - sudden onset wheezing, breathing difficulty, noisy breathing.
- **CIRCULATION** - dizziness, feeling faint, sudden sleepiness, tiredness, confusion, pale clammy skin, loss of consciousness

The term for this more severe reaction is anaphylaxis. In extreme cases there could be a dramatic fall in blood pressure. The person may become weak and floppy and may have a sense of something terrible happening. This may lead to collapse and unconsciousness and, on rare occasions, can be fatal.

If the pupil has been exposed to something they are known to be allergic to, then it is more likely to be an anaphylactic reaction.

Anaphylaxis can develop very rapidly, so a treatment is needed that works rapidly. **Adrenaline** is the mainstay of treatment, and it starts to work within seconds.

What does adrenaline do?

- It opens up the airways
- It stops swelling
- It raises the blood pressure

##### **Without delay: Action:**

- Keep the child where they are, call for help and do not leave them unattended.
- **LIE CHILD FLAT WITH LEGS RAISED** – they can be propped up if struggling to breathe but this should be for as short a time as possible.
- **USE ADRENALINE AUTO-INJECTOR WITHOUT DELAY** and note the time given. AAls should be given into the muscle in the outer thigh. Specific instructions vary by brand – always follow the instructions on the device.
- **CALL 999** and state **ANAPHYLAXIS (ana-fil-axis)**.
- If no improvement after 5 minutes, administer second AAI.
- If no signs of life commence CPR.
- Call parent/carer as soon as possible.

Whilst you are waiting for the ambulance, keep the child where they are. Do not stand them up, or sit them in a chair, even if they are feeling better. This could lower their blood pressure drastically, causing their heart to stop.

All pupils must go to hospital for observation after anaphylaxis even if they appear to have recovered as a reaction can reoccur after treatment.

## **5. Supply, storage and care of medication**

Depending on their level of understanding and competence, pupils will carry the **two** AAls on them at all times in their own medication bag with their names on the tag.

For younger children or those not ready to take responsibility for their own medication, the medication bag will stay in the classroom and when moving around the school an adult will carry the bag who will stay with the child.

Medication should be stored in the pupils' bags and clearly labelled with the pupil's name. The pupil's medication bag should contain:

- Two AAls i.e. EpiPen® or Jext®
- An up-to-date allergy action plan
- Antihistamine as tablets or syrup (if included on allergy action plan)
- Spoon if required
- Asthma inhaler (if included on allergy action plan).

## **6. 'Spare' adrenaline auto-injectors in school**

Pilgrims' Cross CE Aided School has purchased spare **AAls for emergency use in children who are risk of anaphylaxis**, but their own devices are not available or not working (e.g. because they are out of date) or are experiencing anaphylaxis for the first time.

These are stored in their own case clearly labelled 'Emergency Anaphylaxis Adrenaline Pen', kept safely, not locked away and **accessible and known to all staff**.

Pilgrims' Cross CE Aided School holds **4** spare pens which are 2 x 150mcg & 2 x 300mcg which are kept in the Case they were supplied in.

We also hold **2x Salamol 100mg CFC-free reliever inhalers**. **These are only to be used by children who have been diagnosed with asthma and whose parents have given consent for an emergency inhaler to be used.**

The School H&S Admin is responsible for checking the spare medication is in date on

a monthly basis and to replace as needed.

### **Staff Training**

The named staff members (at least 2) responsible for coordinating staff anaphylaxis training and the upkeep of the school's anaphylaxis policy are:-

**Jim Cascarini - Head Teacher**

**Rowena Hanson – H&S Governor**

**Debbie Hopgood - H&S Administrator**

All staff will complete allergy and anaphylaxis training<sup>2</sup> annually, and on an ad-hoc basis during induction of new staff.

Training includes:

- Knowing the common allergens and triggers of allergies
- Spotting the signs and symptoms of an allergic reaction and anaphylaxis. Early recognition of symptoms is key, including knowing when to call for emergency services
- Administering emergency treatment (including AAls) in the event of anaphylaxis – knowing how and when to administer the medication/device
- Measures to reduce the risk of a child having an allergic reaction e.g. allergen avoidance, knowing who is responsible for what
- Managing allergy action plans and ensuring these are up to date

Pilgrims' Cross CE Aided School ensures that staff undertake a practical session using trainer devices (these can be obtained from the manufacturers' websites: [www.epipen.co.uk](http://www.epipen.co.uk) and [www.jext.co.uk](http://www.jext.co.uk))

## **7. Inclusion and safeguarding**

Pilgrims' Cross CE Aided School is committed to ensuring that all children with medical conditions, including allergies, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

## **8. Catering**

All food businesses (including school caterers) must follow the Food Information Regulations 2014 which states that allergen information relating to the 'Top 14' allergens must be available for all food products.

The school's menu is available for parents to view Termly in advance with all ingredients listed and allergens highlighted on the organization website at <https://www.chartwells.co.uk/primaries/food-menu-development/>

The Parents will inform the Catering Manager/Cook/Chef of pupils with food allergies, using one of their 2 Medical Diet Request Form -Allergen Aware or Bespoke depending on the Childs needs.

Pilgrims' Cross CE Aided School have a system in place to ensure catering staff can identify children with allergies with list with photographs of the allergy children with also a copy of their detailed menus that are bespoke to each of the allergy children which are on the wall for all catering staff to see if they are new to the kitchen they can see the children.

The school adheres to the following Department of Health guidance recommendations:

- Bottles, other drinks and lunch boxes provided by parents for pupils with food allergies should be clearly labelled with the name of the child for whom they are intended.
- If food is ordered from the school kitchen, parents should check the appropriateness of foods by speaking directly to the catering manager.
- The pupil should be taught to also check with catering staff, before selecting their lunch choice.
- Where food is provided by the school, staff should be educated about how to read labels for food allergens and instructed about measures to prevent cross contamination during the handling, preparation and serving of food. Examples include: preparing food for children with food allergies first; careful cleaning (using warm soapy water) of food preparation areas and utensils. For further information, parents/carers are encouraged to liaise with the Catering Manager.
- Food should not be given to primary school age food-allergic children without parental engagement and permission (e.g. birthday parties, food treats).
- Use of food in crafts, cooking classes, science experiments and special events (e.g. fetes, assemblies, cultural events) needs to be considered and may need to be restricted/risk assessed depending on the allergies of particular children and their age.

## **9. School trips**

Staff leading school trips will ensure they carry all relevant emergency supplies. Trip

leaders will check that all pupils with medical conditions, including allergies, carry their medication. Pupils unable to produce their required medication will not be able to attend the excursion.

All the activities on the school trip will be risk assessed to see if they pose a threat to allergic pupils and alternative activities planned to ensure inclusion.

Overnight school trips should be possible with careful planning and a meeting for parents with the lead member of staff planning the trip should be arranged. Staff at the venue for an overnight school trip should be briefed early on that an allergic child is attending and will need appropriate food (if provided by the venue).

### **Sporting Excursions**

Allergic children should have every opportunity to attend sports trips to other schools. The school will ensure that the P.E. teacher/s are fully aware of the situation. The school being visited will be notified that a member of the team has an allergy when arranging the fixture. A member of staff trained in administering adrenaline will accompany the team. If another school feels that they are not equipped to cater for any food-allergic child, the school will arrange for the child to take alternative/their own food.

Most parents are keen that their children should be included in the full life of the school where possible, and the school will need their co-operation with any special arrangements required.

## **10. Allergy awareness and nut bans**

Pilgrims 'Cross CE Aided School supports the approach advocated by Anaphylaxis UK towards nut bans/nut free schools. Anaphylaxis UK would not necessarily support a blanket ban on any particular allergen in any establishment, including in schools. This is because nuts are only one of many allergens that could affect pupils, and no school could guarantee a truly allergen free environment for a child living with food allergy. They advocate instead for schools to adopt a culture of allergy awareness and education.

A 'whole school awareness of allergies' is a much better approach, as it ensures teachers, pupils and all other staff are aware of what allergies are, the importance of avoiding the

pupils' allergens, the signs & symptoms, how to deal with allergic reactions and to ensure policies and procedures are in place to minimise risk.

## **11. Risk Assessment**

Pilgrims' Cross School will conduct a detailed individual risk assessment for all new joining pupils with allergies and any pupils newly diagnosed, to help identify any gaps in our systems and processes for keeping allergic children safe.

School and individual risk assessments can be downloaded for free from:



<https://www.anaphylaxis.org.uk/downloads-form/safer-schools-download/>.

## 12. **Useful Links**

Anaphylaxis UK - <https://www.anaphylaxis.org.uk/>

- Safer Schools Programme - <https://www.anaphylaxis.org.uk/education/safer-schools-programme/>
- AllergyWise for Schools online training - <https://www.allergywise.org.uk/p/allergywise-for-schools1>

Allergy UK - <https://www.allergyuk.org>

- Whole school allergy and awareness management - <https://www.allergyuk.org/schools/whole-school-allergy-awareness-andmanagement>

BSACI Allergy Action Plans - <https://www.bsaci.org/professional-resources/resources/paediatric-allergy-action-plans/>

Spare Pens in Schools - <http://www.sparepensinschools.uk>

Department for Education Supporting pupils at school with medical conditions - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)

Department of Health Guidance on the use of adrenaline auto-injectors in schools - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/645476/Adrenaline\\_auto\\_injectors\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/645476/Adrenaline_auto_injectors_in_schools.pdf)

Food allergy quality standards (The National Institute for Health and Care Excellence, March 2016) <https://www.nice.org.uk/guidance/qs118>

Anaphylaxis: assessment and referral after emergency treatment (The National Institute for Health and Care Excellence, 2020) <https://www.nice.org.uk/guidance/cg134?unlid=22904150420167115834>

### **Footnotes:**

- 1** It is strongly recommended that all staff complete allergy and anaphylaxis training to ensure that any member of staff can react quickly and accurately when a child has a reaction. When the training is limited to one or only a few members of staff, children with allergies are left in a potentially life-threatening situation if that member of staff is absent or deployed elsewhere.
- 2** AllergyWise® training is produced by Anaphylaxis UK, the only charity in the UK supporting those with severe allergies. The training is medically reviewed by leading allergy specialists.

## Appendix 1- Allergy Action Plan

| <b>BSACI</b><br>Improving Allergy Care<br>through education, training and research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                 | <b>ALLERGY ACTION PLAN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>RCPCH</b><br>Royal College of Paediatrics and Child Health<br>Leading Allergy in Children's Health | <b>anaphylaxis UK</b><br><b>AllergyUK</b> |          |             |                 |                                                                                                                                            |                                                                                                                 |                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------|-------------------------------------------|----------|-------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| This child/young person has the following allergies:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                       |                                           |          |             |                 |                                                                                                                                            |                                                                                                                 |                                                                                                                                                  |
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| DOB:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                       |                                           |          |             |                 |                                                                                                                                            |                                                                                                                 |                                                                                                                                                  |
| <div><b>Mild/moderate reaction:</b><ul style="list-style-type: none"><li>Swollen lips, face or eyes</li><li>Itchy/tingling mouth</li><li>Mild throat tightness</li><li>Hives or itchy skin rash</li><li>Abdominal pain or vomiting</li><li>Sudden change in behaviour</li></ul><b>Action to take:</b><ul style="list-style-type: none"><li>Stay with person, call for help if needed</li><li>Locate adrenaline autoinjector(s)</li><li>Give antihistamine:<br/>Loratadine 5mg<br/>(If vomited, can repeat dose)</li><li>Phone parent/emergency contact</li><li>Do not take a shower to help with itchy skin, this can worsen the reaction</li></ul></div> |                                                                                                                 | <div><b>Watch for signs of ANAPHYLAXIS</b><br/>(a potentially life-threatening allergic reaction)<br/>Anaphylaxis may occur without skin symptoms: ALWAYS consider anaphylaxis in someone with known food allergy who has <b>SUDDEN DIFFICULTY IN BREATHING</b></div> <table border="1"><thead><tr><th>A AIRWAY</th><th>B BREATHING</th><th>C CONSCIOUSNESS</th></tr></thead><tbody><tr><td><ul style="list-style-type: none"><li>Persistent cough</li><li>Hoarse voice</li><li>Difficulty swallowing</li><li>Swollen tongue</li></ul></td><td><ul style="list-style-type: none"><li>Difficult or noisy breathing</li><li>Wheeze or persistent cough</li></ul></td><td><ul style="list-style-type: none"><li>Persistent dizziness</li><li>Pale or floppy</li><li>Suddenly sleepy</li><li>Collapse/unconscious</li></ul></td></tr></tbody></table> <div><b>IF ANY ONE (OR MORE) OF THESE SIGNS ABOVE ARE PRESENT:</b><ol style="list-style-type: none"><li>Lie flat with legs raised (if breathing is difficult, allow person to sit)<br/>  </li><li>Use Adrenaline autoinjector <u>without delay</u> (eg. EpiPen®) (Dose: <input type="text"/> mg)</li><li>Dial 999 for ambulance and say ANAPHYLAXIS ("ANA-FIL-AX-IS")</li></ol><p><b>*** IF IN DOUBT, GIVE ADRENALINE ***</b></p><b>AFTER GIVING ADRENALINE:</b><ol style="list-style-type: none"><li>Stay with child/young person until ambulance arrives, <b>do NOT</b> stand them up. Keep them lying down, even if things seem to be getting better.</li><li>Phone parent/emergency contact. If you are on your own, call a friend or relative and ask them to come over.</li><li>If no improvement <b>after 5 minutes</b>, give a further adrenaline dose using a second autoinjector device, if available.</li></ol><b>Commence CPR if there are no signs of life</b><br/>You can dial 999 from any phone, even if there is no credit left on a mobile.<br/>Medical observation in hospital is recommended after anaphylaxis.</div> |  |                                                                                                       |                                           | A AIRWAY | B BREATHING | C CONSCIOUSNESS | <ul style="list-style-type: none"><li>Persistent cough</li><li>Hoarse voice</li><li>Difficulty swallowing</li><li>Swollen tongue</li></ul> | <ul style="list-style-type: none"><li>Difficult or noisy breathing</li><li>Wheeze or persistent cough</li></ul> | <ul style="list-style-type: none"><li>Persistent dizziness</li><li>Pale or floppy</li><li>Suddenly sleepy</li><li>Collapse/unconscious</li></ul> |
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| <b>Emergency contact details:</b><br>1) Name: <input type="text"/><br> <input type="text"/><br>2) Name: <input type="text"/><br> <input type="text"/>                                                                                                                                                                                                                                                                                                                               |                                                                                                                 | <b>How to give EpiPen®</b> <ol style="list-style-type: none"><li> PULL OFF BLUE SAFETY CAP and grasp EpiPen.<br/>Remember: "blue to sky, orange to the thigh"</li><li> Hold leg still and PLACE ORANGE END against mid-outer thigh "with or without clothing"</li><li> PUSH DOWN HARD until a click is heard or felt and hold in place for <b>3 seconds</b>.<br/>Remove EpiPen.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                       |                                           |          |             |                 |                                                                                                                                            |                                                                                                                 |                                                                                                                                                  |
| <b>Parental consent:</b> I hereby authorise school staff to administer the medicines listed on this plan, in accordance with Department of Health Guidance on the use of AAls in schools.<br>Signed: <input type="text"/><br>Print name: <input type="text"/><br>Date: <input type="text"/><br>Consent is required for children under 16 years (and for young people over 16 unable to give consent themselves) except in an unforeseen emergency<br>For more information about managing anaphylaxis in schools and "spare" adrenaline autoinjectors, visit: <a href="http://sparepensinschools.uk">sparepensinschools.uk</a>                             |                                                                                                                 | <b>Additional instructions:</b><br>If wheezy due to an allergic reaction, GIVE ADRENALINE FIRST and then asthma reliever (e.g. blue puffer) via spacer, if prescribed<br><br><div>This is a medical document to be completed by a healthcare professional. It must not be altered without their permission. This document provides medical authorisation for schools to administer a 'spare' back-up adrenaline autoinjector if needed, as permitted by the Human Medicines (Amendment) Regulations 2017. During travel, adrenaline auto-injector devices must be carried in hand-luggage or on the person, and <b>NOT</b> in the luggage hold. <b>This action plan and medical authorisation to carry emergency autoinjectors has been prepared by:</b><br/>Sign &amp; print name: <input type="text"/><br/>Hospital/Clinic: <input type="text"/><br/> <input type="text"/> Date: <input type="text"/></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                       |                                           |          |             |                 |                                                                                                                                            |                                                                                                                 |                                                                                                                                                  |

## Appendix 2- Signs & Symptoms of an Allergic Reaction

# Signs and symptoms of an allergic reaction

The signs and symptoms of an allergic reaction can vary from person to person and can range from mild to severe. However, there are some common things to look out for. Usually, symptoms will occur rapidly after a person has been exposed to an allergen.

## ANAPHYLAXIS

Anaphylaxis is a severe allergic reaction which must be recognised quickly. When checking for anaphylaxis, remember the ABC acronym:

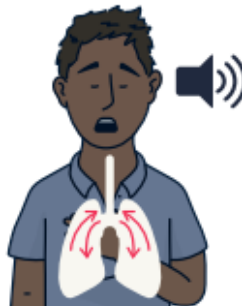
**A**



### Airway

Does the person have a persistent cough, a hoarse voice, difficulty swallowing or a swollen tongue?

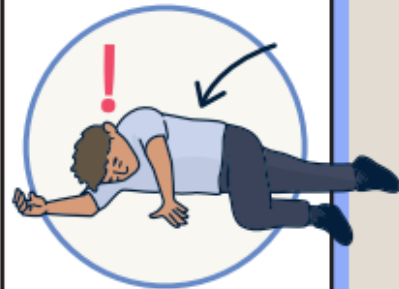
**B**



### Breathing

Is the person experiencing difficult or noisy breathing? Do they have a persistent cough or wheeze?

**C**



### Circulation

Has the person become persistently dizzy, pale, floppy or suddenly sleepy? Have they collapsed or become unconscious?



If a child shows one or more of the ABC signs, they will need immediate treatment with an adrenaline auto-injector (AAI) and someone must ring 999.

### Other signs and symptoms of an allergic reaction:

- An itchy, tingling mouth
- A mild tightness of the throat
- A red, itchy rash (hives)
- Swelling of the lips, eyes or other parts of the face
- Abdominal pain
- Nausea and/or vomiting

Anyone showing signs of an allergic reaction must be monitored closely and parents/carers must be informed.

