

Newsletter

ISSUE 444

Of great merit, character & value



A Summer of Success at Woldgate

Celebrating
achievement,
ambition and an
exciting new chapter!

It has been a summer of celebration at Woldgate School, with our pupils and students enjoying a fantastic set of GCSE and Sixth Form results and taking their next steps with confidence and ambition.



For our Year 11 pupils, the summer brought a wonderful opportunity to celebrate the culmination of years of hard work, determination and resilience. Among our highest achievers, Emma Adams secured an exceptional collection of results, including multiple Grade 9s, while Amelia Pearson, Oliver Owens, Daisy Ralphs and Isla Mpande all achieved impressive collections of Grades 7, 8 and 9 across a range of subjects.

While these individual achievements are rightly celebrated, we are equally proud of the wider Year 11 cohort. Every pupil has their own story of challenge, progress and success, and their results represent the commitment they have shown throughout their time at Woldgate. Our Class of 2026 are now beginning exciting new journeys into Sixth Form, college, apprenticeships and employment.

Reflecting on the results, Kerry Smith Head of Sixth Form at Woldgate School said:

"We are immensely proud of this year's students. These results represent years of dedication, resilience and hard work. What is particularly pleasing is that alongside their academic achievements, our students leave us as young people who embody courage, compassion and curiosity.

They have contributed enormously to the life of the school and have embraced opportunities that have taken them far beyond the classroom and, in many cases, far beyond Yorkshire. We congratulate them all and look forward to following their future successes."

There has been plenty to celebrate in the Sixth Form too. Jacob Winchester achieved an outstanding A*, A*, A*, A, while Poppy Tummon secured a remarkable three As. Joseph Donohue achieved A, A*, A, with Hannah Jones achieving A*, A, A. Jakob Hesmondhesllagh, Olivia Simpson and Isaac Oliver each achieved an excellent set of three A grades.

These excellent results have opened the door to an exciting range of destinations. Students are progressing to university, apprenticeships and employment, while some are taking their next steps much further afield. Will Burnett will continue his studies in Italy, while Joe Pickering has secured a prestigious scholarship opportunity in the United States.



Their achievements also reflect the wider opportunities that are such an important part of life at Woldgate. Over the past year, students have embraced experiences beyond the classroom, including overseas visits to Borneo and New York. These opportunities help develop the courage, compassion and curiosity that we want every Woldgate student to carry with them into the future.

As we begin a new academic year, we would like to extend a very warm welcome to all our pupils and students. We hope everyone has enjoyed a well-earned summer break and returns refreshed and ready for everything the year ahead has to offer.

A particularly warm welcome goes to our new Year 7 pupils and those joining our Sixth Form. We are delighted to welcome you to the Woldgate community and look forward to seeing you settle in, make new friends and begin the next stage of your journey.

To all our returning pupils and students: *welcome back!*

A new school year brings new opportunities to learn, discover, challenge yourself and achieve.

After such a memorable summer, we are excited to see what the year ahead will bring.





Headteacher's Welcome

It has been an absolute joy to visit lessons, to see your children thoroughly enjoying learning. It is the passion, expertise and planning by colleagues, that creates within our school and classrooms, that sense of belonging, love of learning and excitement. It has truly been a privilege to experience those moments with my colleagues this week.

That sense of belonging is so very important, for every child. We know that for many of those children, feeling part of a community, be it a form, a class, a year group, or a school, is dependent upon them being known and cared for as an individual. Many children in Year 7 will have joined us this academic year from our rural primary schools and will know how that sense of community and belonging, is fundamental. However small or large a school though, it is those relationships with school friends and peers, that creates that sense of identity and common purpose, that ensures children feel they belong. Our relationship with our families is extremely important and only together will we ensure our children's success, by working in partnership to celebrate your child's achievement, to communicate our shared expectations and to care for them throughout their seven years at Woldgate School.

It is, therefore, a real joy to feel that sense of belonging. When I was appointed as Headteacher of Woldgate School in 2014, it was the fabulous children, the great colleagues and the sense of community that attracted me to the school. In 2026, we start a new chapter with a brand-new school and sports complex due to be completed early 2027, to create a school that will have exceptional facilities in the region. It is though, people that shape a community, not buildings. Thank you for choosing Woldgate School for your child, for being part of this community and for all you do to make this school a great success, for your child and all of our children.

Mr Britton
Headteacher (Interim)



OPEN EVENING



**Thursday
15th October**



Key dates

To find out more about upcoming events and visits, please view the [Woldgate School Calendar](#).

September

24th A Level Drama Hull Truck Theatre

30th Careers Fair

October

6th Year 9 Yorkshire Sculpture Park

7th A Level Drama Hull Truck Theatre

15th Training Day (school closed to all pupils)

15th Year 6 Open Evening

15th Year 7 Parent Welcome Evening

21st-22nd Year 13 History & Politics Visit to London

21st Year 11 Every Second Counts Evening

SEND & Attendance

The Importance of Starting the Year with Good Attendance

As the school year begins, one of the most important things pupils can do for their education is to attend school regularly. Good attendance means being present in school every day, and it plays a crucial role in their success as a pupil at Woldgate School.

1. More Learning Opportunities

When pupils attend school every day, they have the chance to learn new information, participate in discussions, and engage in classroom activities. Each lesson builds on the previous one, and missing even a single day can make it harder to catch up. By starting the year with good attendance, they ensure that they won't miss important lessons that could affect their understanding of the material.



**ATTENDANCE
MATTERS.**

**WE ARE
SO GLAD
YOU ARE
HERE
TODAY**

2. Better Grades

Research shows that pupils who attend school regularly tend to earn higher grades. This is because consistent attendance allows pupils to absorb the material more effectively and keep up with assignments. When pupils are in lessons, they can ask questions and clarify doubts, which leads to a deeper understanding of the subjects. Good attendance helps pupils achieve the grades they want and deserve.

3. Building Relationships

School is not just about academic content; it's also a place to make friends and build relationships with teachers and classmates. When pupils are present in school, they can form connections that can last a lifetime. These relationships can provide support during tough times and make their school experience more enjoyable. Starting the year with good attendance gives pupils the opportunity to bond with their peers and teachers.

4. Developing Responsibility

Showing up to school regularly teaches pupils important life skills, such as responsibility and time management. When pupils commit to attending school every day, pupils are practising accountability. These skills will benefit them not only in school but also in their future career. Employers value individuals who can show up on time and fulfill their commitments, so developing these habits early on is beneficial.

5. Setting a Positive Example

When pupils attend school regularly, they set a positive example for their peers. Commitment to being present can inspire others to do the same. A classroom filled with engaged and present pupils is a more productive environment, which can lead to better learning outcomes for everyone. By prioritizing their attendance, pupils contribute to a positive school culture.

In conclusion, starting the year with good attendance is critical for academic success, personal development, and social relationships. Making a commitment to attend school every day, pupils will set themselves up for a successful year. Remember: every day counts, and being present is the first step toward achieving their goals!

Family Help School and Community Practitioner

Hello, my name is Paula and I am your school's Family Help School and Community Practitioner. I will be working in your school and within your community to offer a range of advice and support to families with any worries or questions they may have.



You can find me at:

Woldgate School and Sixth College

Thursday 10th September
Thursday 1st October
Thursday 15th October
Thursday 5th November
Thursday 19th November
Thursday 3rd December
Thursday 17th December

By appointment only. Please make an appointment with the school office.

If you are unable to attend the drop-ins, please speak to school about making alternative arrangements or for the details of the Community drop-ins.

Visit my drop-in session for a range of advice, tips, and resources to support you and your family.

- Understanding your child's feelings and behaviours.
- Supporting your child's emotional health
- Find out about other services that are available to support you.

We are here to offer support early, before worries grow and become harder to manage





Safeguarding

Our training days included whole staff training on improved safeguarding requirements in response to Government guidance, new policies and procedures and the updates in Keeping Children Safe in Education 2026. All staff have completed Safeguarding training and training on allergies and anaphylaxis in line with the requirements of Benedict's Law. Please see the following links for our updated Allergy Policy and information on Benedict's Law for more detail.

[Benedict's Law - Benedict Blythe Foundation](#)

We ask for all parents and carers support in helping keep our school safe by ensuring children do not bring nuts or nut products into school. We communicated with you over the summer holidays asking for any updates in safeguarding and medical information, including allergies. If you did not respond and your child has an allergy, please complete this form so we can contact you to discuss a Health Care Plan.

[Woldgate School Information Update 2026-2027 – Fill out form](#)

As part of our safeguarding training, we had a lockdown and evacuation practice and the whole school followed our procedures very well ensuring all are now familiar with the appropriate response to such measures. We were incredibly proud of how seriously our pupils took this practice and how well they behaved throughout the process.

Home School Agreement

Many thanks to those of you who have already taken the time to read our Home School Agreement and complete the return. If you have yet to do so please follow this link to complete this before September 23rd. We are grateful to our parents for agreeing to work in partnership with us to ensure their children meet our expectations and are successful in school.

[Woldgate School Home & School Agreement 2026-2027 – Fill out form](#)

Be Allergy Aware & Save a Life

Anaphylaxis is a serious and life-threatening reaction to allergens such as food, insect stings, medication and latex.

Recognise the **ABC symptoms** and act quickly - you could save a life.

WHAT TO LOOK FOR

A AIRWAY

- Swelling in throat, tongue or upper airways
- Vocal changes (hoarse voice)
- Difficulty swallowing

B BREATHING

- Sudden onset wheezing
- Breathing difficulty
- Noisy breathing
- Persistent cough

C CIRCULATION

- Dizziness or feeling faint
- Sudden sleepiness, confusion
- Pale clammy skin
- Loss of consciousness or collapse

These severe symptoms may occur alongside milder skin, mucosal or gut symptoms.

Anaphylaxis may occur without skin symptoms (e.g. hives or swelling).

WHAT TO DO



Lay the person flat and raise their legs - do **NOT** allow them to stand or walk anywhere.

- ! If unconscious, place them in the recovery position
- ! If breathing is difficult, allow them to sit up supported



Administer adrenaline without delay (use prescribed AAI or intranasal EURneffy) Refer to device label for instructions.



Phone 999 and tell them the person is suffering from **ana-fil-ax-is**



If symptoms don't improve after five minutes, or symptoms get worse, a second dose of adrenaline can be given

Medical observation in hospital is recommended after anaphylaxis.



Meet our Pupil Care Team



Care & Achievement Coordinator: Year 7

Mrs F McDonough
year7@woldgate.net



Deputy Designated Safeguarding Lead

Mrs L Cavanagh
safeguarding@woldgate.net



Care & Achievement Coordinator: Year 8

Mrs D Ellis (Interim)
year8@woldgate.net



Attendance Officer

Mrs R O'Brien
01759 302395 Option 1
attendance@woldgate.net



Care & Achievement Coordinator: Year 9

Mrs S Oliver
year9@woldgate.net



Attendance and Wellbeing

Mr J Marks
01759 302395 Option 1
attendance@woldgate.net



Care & Achievement Coordinator: Year 10

Mrs S Clark
year10@woldgate.net



Office Manager

Mrs A Charlton
01759 302395
office@woldgate.net



Care & Achievement Coordinator: Year 11

Mrs R Marsden
year11@woldgate.net



Office Assistant

Mrs V Mills
01759 302395
office@woldgate.net



Care & Achievement Coordinator: Sixth Form

Mrs E Fairhurst
07790 987137
sixthform@woldgate.net



Care & Achievement Coordinator: Diabetic Care and First Aid.

Mrs L Kendra
lkendra@woldgate.net

Allergy & Anaphylaxis Policy

This policy must be read in conjunction with the Children with Medical Needs Policy and Children with Medical Needs Who Cannot Attend School Policy

This policy is applicable to the Wonder Learning Partnership (WLP)

Important: This document can only be considered valid when viewed on the Wonder Learning Partnership website. If this document has been printed or saved to another location, you must check that the version date on your copy matches that of the document online.

Version Approved: July 2026

Chief Executive Officer (CEO) Approved:	Summer Term 2026
Name of Responsible Committee/Individual:	Board of Trustees
Implementation Date:	Autumn Term 2026
Review Date:	Autumn Term 2029 or if an incident occurs (near miss or reaction)

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Introduction

To minimise the risk of any pupil suffering a serious allergic reaction whilst at school or attending any school-related activity. To ensure colleagues are properly prepared to recognise and manage serious allergic reactions should they arise.

The named colleagues are responsible for coordinating anaphylaxis training for all colleagues and the upkeep of the Trust’s anaphylaxis policy.

- Chief Financial and Operating Officer
- Director of Estates, Investment, Sponsorship and Procurement
- Assistant Director of the Institute of Education and Training School
- Head Teachers
- People & Estates Lead/Estates Lead

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 the Wonder Learning Partnership and its schools will support pupils with allergies, to ensure they are safe and are not disadvantaged in any way whilst taking part in school life.

Role and responsibilities

Parent Responsibilities

- On entry to the school, it is the parent's responsibility to inform Admin/Attendance Manager (Primary School) or the Head of Lower School/Care & Achievement Coordinator Year 7 or for 'in year' admissions the relevant Head of School/Care & Achievement Coordinator (Secondary School) 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) 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 that 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.

Colleagues Responsibilities

- All colleagues will complete anaphylaxis training. Training is provided for all colleagues on a yearly basis and through the Induction Programme for any new colleagues.
- Colleagues (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.
- Colleagues 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.
- SENCO/Admin & Admissions Manager/Care & Achievement Coordinator 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 is in date however the SENCO/Admin & Admissions Manager/Care & Achievement Coordinator will check medication kept at school on a termly basis and send a reminder to parents if medication is approaching expiry.

- SENCO/Admin & Admissions Manager/Care & Achievement Coordinator 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.
- SENCO/Admin & Admissions Manager/Care & Achievement Coordinator 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.

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 national plans that have been agreed by the BSACI, Anaphylaxis UK and Allergy UK. The allergy action plans are designed to function as an individual healthcare plan.

Emergency Treatment and Management of Anaphylaxis

What to look for:

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

As soon as anaphylaxis is suspected, adrenaline must be administered 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 there is no improvement after 5 minutes, administer the second AAI.
- If no signs of life commence CPR.
- Call parent/carers 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.

Supply, storage and care of medication

Depending on their level of understanding and competence, pupils will be encouraged to take responsibility for and to carry their own two AAls on them at all times in a suitable bag/container which is easily identifiable and labelled.

For younger children or those not ready to take responsibility for their own medication, there should be an anaphylaxis kit which is kept within 5 minutes of them, not locked away and accessible to all colleagues.

Medication should be stored in a suitable container and clearly labelled with the pupil's name.

The pupil's medication storage container 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).

It is the responsibility of the child's parents to ensure that the anaphylaxis kit is up-to-date and clearly labelled, however the SENCO/Admin & Admissions Manager/Care & Achievement Coordinator will check medication kept at school on a termly basis and send a reminder to parents if medication is approaching expiry.

Parents can subscribe to expiry alerts for the relevant AAls their child is prescribed, to make sure they can get replacement devices in good time.

Older children and medication

Older children and teenagers should, whenever possible, assume responsibility for their emergency kit under the guidance of their parents. However, symptoms of anaphylaxis can come on **very suddenly**, so school staff need to be prepared to administer medication if the young person cannot.

Storage

AAls should be stored at room temperature, protected from direct sunlight and temperature extremes.

Disposal

AAls are single use only and must be disposed of as sharps. Used AAls can be given to ambulance paramedics on arrival or can be disposed of in a pre-ordered sharps bin. Sharps bins to be obtained from and disposed of by a clinical waste contractor/specialist collection service. The sharps bin is kept in a designated lockable cupboard/room which all colleagues are aware of the location.

'Spare' adrenaline auto-injectors in school

Each school has purchased spare AAls for emergency use in children who are at 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 an easily accessible location in an easily identifiable container, clearly labelled 'Emergency Anaphylaxis Adrenaline Pen,' kept safely, not locked away and **accessible and known to all colleagues.**

Woldgate School & Sixth Form College holds spare pens which are kept in the following location/s: **Emergency Grab Bag located in the Main Office and in the First Aid Office – both located on the Admin Corridor on Thixendale (Ground) Floor**

Pocklington Junior School holds spare pens in the first aid cabinet, **located directly outside the Admin office, at the Admin First Aid station.**

Melbourne Primary School holds spare pens which are kept in the following location:
Emergency Grab Bags located in Main Reception Area

Stamford Bridge Primary School holds spare pens which are kept in the following location/s: **Emergency Grab Bags located in Main Reception Area on Upper and Lower Site**

The Admin & Admissions Manager/Office Manager/People & Estates Lead is responsible for checking the spare medication is in date on a monthly basis and to replace as needed. Written parental permission for use of the spare AAls is included in the pupil's allergy action plan.

Colleagues Training

The named colleagues responsible for coordinating the anaphylaxis training and the upkeep of the Trust's anaphylaxis policy are: -

- Chief Financial and Operating Officer
- Director of Estates, Investment, Sponsorship and Procurement
- Assistant Director of the Institute of Education and Training School
- Head Teachers
- People & Estates Lead/Estates Lead

All colleagues will complete Allergy and anaphylaxis training annually through the Trust's nominated training provider and on an ad-hoc basis during induction of new colleagues.

Training includes:

- Knowing the common allergens and triggers of allergy
- 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

The Wonder Learning Partnership will ensure that school colleagues undertake a practical session using trainer devices (these can be obtained from the manufacturers' websites: www.epipen.co.uk and www.jext.co.uk)

Inclusion and safeguarding

The Wonder Learning Partnership and its schools 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.

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 in advance with all ingredients listed and allergens highlighted on the school's website.

The Admin & Admissions Manager/Care & Achievement Coordinator/People & Estates Lead will inform the Cook of pupils with food allergies.

Every school should have a system in place to ensure the catering team can identify children with allergies, e.g. a list with photographs, EPOS System (Electronic Point of Sale), which provides the allergy information on each pupil.

Parents/carers are encouraged to meet with the Cook to discuss their child's needs.

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 purchased from the school canteen/tuck shop, parents should check the appropriateness of foods by speaking directly to the catering manager.
- The pupil should be taught to also check with the catering team, before purchasing food or selecting their lunch choice.
- Where food is provided by the school, colleagues 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 Cook.
- 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.

School trips

Colleagues 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 trip leader should be arranged prior to the trip going ahead. Colleagues 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).

Risk Assessment

All Wonder Learning Partnerships schools 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/>.

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 - [Paediatric Action Plans - BSACI](#)

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

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

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>