

First Aid Policy

Version	3.0
Effective	August 2026
Approved by	Governing Body
Review	August 2027 or sooner if required

Daffodil standard

Every Daffodil document is written to be understood, applied, evidenced and reviewed.

- Know the non-negotiable requirements, the responsible lead and the point for escalation.
- Put pupils' welfare, dignity, equality and access at the centre of each decision.
- Act promptly where safety or safeguarding may be at risk; do not wait for certainty.
- Make reasonable adjustments and listen to the pupil's voice in an accessible way.
- Keep factual, dated and secure records; review whether action made the intended difference.

Contents

The contents page lists the main sections only. Subsections remain available through Word's Navigation Pane.

Policy summary.....Page 3

First aid arrangements and emergency response.....Page 3

Monitoring, accountability and review.....Page 6

First aid readiness and response standards.....Page 7

References and statutory guidance.....Page 7

Policy summary

This operating table converts the policy into minimum actions and evidence. It supports implementation but does not replace the detailed modules.

Decision point	Minimum action	Required evidence	Review point
Injury/illness	Assess, treat within competence and call emergency help where indicated.	First-aid record	Immediately
Parent notification	Use the published threshold and give clear follow-up advice.	Notification record	Same day
Serious incident	Preserve evidence and meet safeguarding, RIDDOR or insurer duties where applicable.	Incident review	Within required timeframe
Readiness	Maintain trained cover, checked equipment and accessible pupil information.	Roster and check log	Scheduled checks

First aid arrangements and emergency response

Policy at a glance

Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for first aid. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activities off-site and online conduct connected with the school.

Related policies: Medical Needs, Medicines and Allergy Policy; Health, Safety, Risk and Emergency Management Policy; Safeguarding and Safer Working Policy; Inclusion, Equality, SEND and Wellbeing Policy; Data Protection and Information Governance Policy.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human rights, employment, health and safety and education law.

Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.

- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.
- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

Provision and needs assessment

- Complete and document a first-aid needs assessment covering pupil and workforce numbers, ages, known medical/allergy risks, premises, split sites, activities, trips, isolation, staff absence and emergency-service access.
- Maintain sufficient trained first aiders, appointed persons, paediatric first aiders where applicable, accessible kits, emergency medication, signage and cover throughout the school day and activities.
- Record certificate type, provider, issue date and expiry. Arrange retraining before the usual three-year expiry and annual skills refreshers where practicable.
- Inspect first-aid kits and emergency equipment on a recorded schedule and immediately after use; replace expired, damaged or missing stock.

Immediate response

- Survey danger, response, airway, breathing and circulation; call 999 for life-threatening illness or injury and follow call-handler instructions.
- Do not delay emergency care while seeking parental consent. Send a competent adult to meet responders and provide the pupil's IHP, medication and relevant information.
- Never give aspirin to a child under 16 unless prescribed. First-aid containers do not store routine medication.

Records, notification and learning

- Record every event requiring first-aid attendance in the controlled First Aid Incident Register, including date/time, location, casualty, circumstances, injury/illness, treatment, responder, outcome and parent notification.
- Notify parents promptly for significant illness or injury and always for a head injury, allergic reaction, emergency medication, hospital attendance or emergency-service involvement.
- The Headteacher determines whether RIDDOR, insurer, safeguarding, environmental-health or other notification is required. Serious events and near misses receive a documented review with actions and deadlines.

- Analyse termly trends by location, activity, injury type, time and cohort without exposing unnecessary medical data.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Protection and Information Governance Policy (retention section). Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

Related school policies

- Health and Safety Policy
- Medication Policy
- Supporting Pupils with Medical Conditions Policy
- Allergy Safety Policy
- Educational Visits Policy

Legal and guidance framework

- First aid in schools
- Health and Safety at Work etc. Act 1974
- Allergy safety in schools (July 2026)
- KCSIE 2026
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Equality Act 2010
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-

phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

Monitoring, accountability and review

Equality, SEND and accessibility

Decisions must be fair, evidence-based and free from unlawful discrimination. Staff identify and record reasonable adjustments, accessible communication and support required by disability, SEND, medical need, language, religion or belief and other protected characteristics.

Safeguarding priority

Any concern that may indicate abuse, neglect, exploitation, peer-on-peer harm, self-harm, significant vulnerability or risk of serious harm is referred immediately to the DSL. Policy processes must not delay emergency or safeguarding action.

Records and confidentiality

The responsible lead records the decision, evidence, action, communication, support, adjustment, owner and review date in the appropriate secure system. Information is shared on a lawful, necessary and proportionate basis and retained under the school's information-governance requirements.

Training and implementation

The policy owner identifies role-specific induction, refresher training, drills or competency checks. Leaders sample implementation and records, address inconsistency promptly and report material themes and risks to governors.

Review and continuous improvement

The policy is reviewed at least annually, and sooner after a serious incident, complaint, audit finding, statutory or guidance change, recurring pattern or evidence that controls are ineffective. Pupil, parent and staff voice is considered where relevant.

First Aid Policy, version 3.0, effective August 2026. This document supersedes the corresponding earlier policy drafts included within it. Previous files remain version-history records and must not be used as concurrent instructions.

First aid readiness and response standards

Needs assessment and daily readiness

- Review the first-aid needs assessment at least annually and after significant changes, considering pupils, employees, visitors, site layout, activities, trips, known medical needs and emergency-service response times.
- Provide sufficient trained cover throughout the school day and during activities; identify contingency cover for absence, trips, breaktimes and remote areas.
- Check first-aid kits, emergency medication and any AED on a documented schedule; replace used or expired items promptly and keep equipment accessible without compromising child safety.
- Display or communicate how to summon help, who is trained and where equipment is located.

Response, recording and escalation

- Assess danger, response, airway and breathing; call 999 for a life-threatening emergency and follow dispatcher instructions while arranging access and meeting the ambulance.
- Inform parents promptly according to the seriousness of the incident; never delay urgent treatment while seeking parental contact.
- Record the person, time, place, circumstances, assessment, treatment, outcome, witnesses, parent contact and person completing the record; preserve evidence where safeguarding or health-and-safety review may follow.
- The responsible leader decides whether RIDDOR, insurer, regulator, safeguarding or premises reporting is required and records the rationale.

Learning and assurance

- Review serious incidents and near misses for supervision, environment, equipment, training, medical plans and recurrence; assign actions with owners and deadlines.
- Termly checks sample records, kit checks, training expiry, parent notification and trip provision; governors receive anonymised assurance and overdue actions.
- Principal framework: Health and Safety (First-Aid) Regulations 1981, HSE first-aid guidance, EYFS requirements where applicable, KCSIE 2026 and medical/allergy guidance.

References and statutory guidance

Linked titles open the current published source. Check the source page for later updates when this policy is reviewed.

1. [Independent School Standards guidance](#) - Department for Education, April 2026.
2. [Keeping children safe in education 2026](#) - Department for Education; in force from 1 September 2026.
3. [Working together to safeguard children 2026](#) - HM Government, updated March 2026.
4. [Education inspection toolkits and supporting evidence](#) - Ofsted; September 2026 inspection materials.

5. **Allergy safety in schools** - Department for Education, 6 July 2026; strong practice for independent schools pending equivalent requirements.
6. **Supporting pupils with medical conditions at school** - Department for Education; current guidance pending the announced update.