

WILLIAMSTOWN NORTH PRIMARY SCHOOL No 1409

Asthma Policy

Date: October 2018

1. Rationale

- To ensure that Williamstown North Primary School appropriately supports students diagnosed with Asthma.
- To ensure the whole school community (parents/carers, staff and students) are aware of the processes and procedures in place to support students diagnosed with Asthma.

2. Aims

2.1 This policy applies to:

- All staff, including Casual Relief Teacher (CRT), contractors and volunteers.
- All students who have been diagnosed with Asthma or who may require emergency treatment for Asthma and their parents/carers.

3. Implementation

3.1 Asthma

3.1.1 Asthma is a long term lung condition. People with Asthma have sensitive airways in their lungs which react to triggers, causing a 'flare-up'. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. This makes it hard to breathe. An Asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe Asthma flare-up is sometimes called an Asthma attack.

3.1.2 Symptoms

Symptoms of Asthma can vary over time and often vary from person to person. The most common Asthma symptoms are:

- breathlessness,
- wheezing (a whistling noise from the chest),
- tight feeling in the chest,
- persistent cough.

Symptoms often occur at night, early in the morning or during/just after physical activity. If Asthma is well controlled, a person should only have occasional Asthma symptoms.

3.1.3 Triggers

A trigger is something that sets off or starts asthma symptoms. Everyone with Asthma has different triggers. For most people with Asthma, triggers

are only a problem when Asthma is not well controlled with medication.

Common Asthma triggers include:

- exercise
- smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires)
- house dust mites
- pollens
- chemicals such as household cleaning products
- food chemicals/additives
- laughter or emotions, such as stress
- colds/flu
- weather changes such as thunderstorms and cold, dry air
- moulds
- animals such as cats and dogs
- deodorants (including perfumes, aftershaves, hair spray and aerosol deodorant sprays)
- certain medications (including aspirin and anti-inflammatories)

3.2 Asthma Management

If a student diagnosed with Asthma enrolls at Williamstown North Primary School

3.2.1 Parents/guardians must provide the school with an [Asthma Action Plan \(see Appendix 1\)](#) which has been completed by the student's medical practitioner.

The plan must outline:

- the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis,
- emergency contact details,
- the contact details of the student's medical practitioner,
- the student's known triggers,
- the emergency procedures to be taken in the event of an asthma flare-up or attack.

3.2.2 Parents/guardians should also provide a photo of the student to be included as part of the student's Asthma Action Plan or Williamstown North Primary School can place a school photo on the Asthma Action Plan once it has been received.

3.2.3 Williamstown North Primary School will keep all Asthma Action Plans:

- On file and in the Health Hub in clearly identified labelled containers with the student's name and year level.

3.2.4 The school's Registered Nurse will work with parents/guardians to review Asthma Action Plans (and Student Health Support Plans) once a year e.g. at the beginning of the school year for new enrolments or annually when plans are due for review.

3.2.5 If a student diagnosed with Asthma is going to attend a school camp or excursion, Williamstown North Primary School parents/guardians are required to provide any updated medical information.

3.2.6 If a student's Asthma condition or treatment requirements change, parent/guardians must notify the school and provide an updated Asthma Action Plan.

3.2.7 The school's Registered Nurse will notify parents/guardians of upcoming expiration of Asthma Action Plans and medications. The parent/guardian must provide up-to-date replacements on time.

3.2.8 Some students may have a more complex respiratory history. The school's Registered Nurse will work with parents/guardians to develop a Student Health Support Plan outlining:

- how the school will provide support for the student,
- identify specific strategies,
- allocate staff to assist the student.

3.3 Student Asthma Tub

All students diagnosed with Asthma are required to have a student Asthma Tub at school which contains:

- their own prescribed reliever medication labelled with the student's name,
- their spacer,
- Asthma Action Plan /Management Plan.

Student Asthma Tubs will be stored **in the Health Hub on identified Year Level shelves.**

3.4 Documentation

The school's Registered Nurse will record a Compass Chronicle entry for a student who presents to the Health Hub with symptoms of Asthma. The tick box 'Ventolin Administered' should be marked and an automated email notification will be sent to parents/guardians.

3.5 Asthma Emergency Response Plan

If a student is:

- having an Asthma Attack,
- difficulty breathing for an unknown cause, even if they are not known to have Asthma,

School staff will endeavour to follow the Asthma First Aid procedures outlined in the table below. School staff may contact Triple Zero "000" at any time.

Step	Action
1.	Sit the person upright <ul style="list-style-type: none"> ▪ Be calm and reassuring, ▪ Do not leave them alone, ▪ Seek assistance from another staff member or reliable student to locate the student's reliever, the Asthma Emergency Kit and the student's Asthma Action Plan, ▪ If the student's Asthma Action Plan is not immediately available, use the Asthma First Aid as described in Steps 2 to 5.
2.	Give 4 separate puffs of blue or blue/grey reliever puffer: <ul style="list-style-type: none"> ▪ Shake the puffer, ▪ Use a spacer if you have one,

	<ul style="list-style-type: none"> ▪ Put 1 puff into the spacer, ▪ Take 4 breaths from the spacer. <p>Remember – Shake, 1 puff, 4 breaths</p>
3.	<p>Wait 4 minutes</p> <ul style="list-style-type: none"> ▪ If there is no improvement, give 4 more separate puffs of blue/grey reliever as above.
4.	<p>If there is still no improvement call Triple Zero “000” and ask for an ambulance.</p> <ul style="list-style-type: none"> ▪ Tell the operator the student is having an Asthma Attack, ▪ Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives.
5.	<p>If Asthma is relieved after administering Asthma First Aid, stop the treatment and observe the student. Notify the student’s emergency contact person and record the incident.</p>

Staff will call Triple Zero “000” immediately if:

- the person is not breathing,
- if the person’s Asthma suddenly becomes worse or is not improving,
- if the person is having an Asthma Attack and a reliever is not available,
- if they are not sure if it is Asthma,
- if the person is known to have Anaphylaxis.

3.6 Training for staff

Williamstown North Primary School will arrange the following Asthma Management Training for staff:

Staff	Completed by	Course	Provider	Cost	Valid for
All Staff	All staff with a direct or indirect teaching role, including admin and Education Support Staff	Asthma First Aid Management for all staff including Education Staff to complete the Online Training Module	The Asthma Foundation of Victoria	Free to all schools at the moment	3 years

Williamstown North Primary School will also conduct 6 monthly Asthma briefings for staff, including the procedures outlined in this policy, as well as,

- the causes, symptoms and treatment of asthma, identities of the students diagnosed with Asthma,
- how to use a puffer and spacer,
- the location of:
 - the Asthma Emergency Kits,
 - Individual Student Asthma Tubs.

Williamstown North Primary School will also provide this policy to casual relief staff and volunteers (where applicable) who will be working with students, and may also provide a briefing if the Principal decides it is necessary depending on the nature of the work being performed.

3.7 Asthma Emergency Kit

3.7.1 Williamstown North Primary School will provide and maintain four Asthma Emergency Kits. These kits are housed in the Health Hub to be signed out and readily available for:

- Excursions,
- Camps,
- Sporting Activities,
- Local walks.

3.7.2 The Asthma Emergency Kit will contain:

- at least 1 blue or blue/grey reliever medication (Ventolin),
- at least 2 spacer devices (for single person use only) to assist with effective inhalation of the blue or blue/grey reliever medication, (Williamstown North Primary school will ensure spare spacers are available as replacements). Spacers will be stored in a dust proof container.
- clear written instructions on Asthma First Aid, including:
 - how to use the medication and spacer devices,
 - steps to be taken in treating an Asthma Attack.
- A record sheet/log for recording the details of an Asthma First Aid Incident, such as the number of puffs administered. These details to then be recorded onto the Compass Chronicle.

3.7.3 The school's Registered Nurse will monitor and maintain the Asthma Emergency Kits. The Nurse will:

- ensure all contents are maintained and replaced where necessary,
- regularly check the expiry date on the canisters of the blue or blue/grey reliever puffers and place them if they have expired or a low on doses,
- replace spacers in the Kits after each use (spacers are single-person use only),
- dispose of any previously used spaces.

3.7.4 The blue or blue/grey reliever medication in the Asthma Emergency Kits may be used by more than one student as long as they are used with a spacer. If the devices come into contact with someone's mouth, they will not be used again and will be replaced.

After each use of a blue or blue/grey reliever (with a spacer):

- remove the metal canister from the puffer (do not wash the canister),
- wash the plastic casing,
- rinse the mouthpiece through the top and bottom under running water for at least 30 seconds,
- wash the mouthpiece cover,
- air dry then reassemble,
- test the puffer to make sure no water remains in it, then return to the Asthma Emergency Kit.

3.8 Management of Confidential Medical Information

Confidential medical information provided to Williamstown North Primary School to support a student diagnosed with Asthma will be:

- recorded on the student's file (CASES21 & Compass),

- shared with all relevant staff so that they are able to properly support students diagnosed with Asthma and respond appropriately if necessary.
- Asthma Action Plan stored in the Student's Asthma Tub and filed in the Health Hub.

3.9 Communication Plan

This policy will be available on Williamstown North Primary School's website so that parents and other members of the school community can easily access information about Williamstown North Primary School's Asthma Management procedures.

3.10 Epidemic Thunderstorm Asthma

Williamstown North Primary School will be prepared to act on the warnings and advice from the Department of Education and Training when the risk of Epidemic Thunderstorm Asthma is forecast as high.

- Parents are responsible for informing the school if their child has previously been effected by Thunderstorm Asthma and this will be noted on their file in Cases21/Compass.

4. Evaluation and Review

4.1 This policy will be reviewed and updated annually or in line with DET requirements and updates from the Asthma Foundation.

FURTHER INFORMATION AND RESOURCES

- Asthma Foundation Victoria: [Resources for schools](#)
- School Policy and Advisory Guide:
 - [Asthma Action Plan – See Appendix 1](#)
 - [Student Health Support Plan – See Appendix 2](#)
 - [Asthma Australia \(Link\)](#)

This Policy has been ratified by School Council October 2018

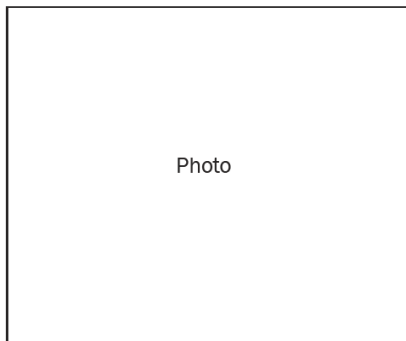
Appendix 1



Asthma Action Plan

Name: _____
Date of birth: _____

For use with a Puffer and Spacer



Photo

- Child can self administer medication if well enough.
 Child needs to pre-medicate prior to exercise

Confirmed triggers:

Family/emergency contact name(s): _____

Work Ph: _____

Home Ph: _____

Mobile Ph: _____

Plan prepared by Dr or NP: _____

I hereby authorise medications specified on this plan to be administered according to the plan.

Signed: _____

Date: _____

Date of next review: _____



- Assemble Spacer
- Remove cap from puffer
- Shake puffer well
- Attach puffer to end of spacer
- Place mouthpiece of spacer in mouth and ensure lips seal around it
- Breathe out gently into the spacer
- Press down on puffer canister once to fire medication into spacer
- Breathe in and out normally for 4 breaths (keeping your mouth on the spacer)

MILD TO MODERATE SIGNS

- Minor difficulty breathing
- May have a cough
- May have a wheeze

ACTION FOR MILD TO MODERATE ASTHMA FLARE UP

- 1** Sit the person upright.
 - Stay with person and be calm and reassuring
- 2** Give..... separate puffs of Airomir, Asmol or Ventolin
 - Shake puffer before each puff
 - Put 1 puff into the spacer at a time
 - Take 4 breaths from the spacer between each puff
- 3** Wait 4 minutes.
 - If there is no improvement, repeat step 2

If there is still no improvement follow the Asthma First Aid Plan for severe / life-threatening asthma attacks below

Mild to moderate symptoms do not always present before severe or life-threatening symptoms

SEVERE SIGNS

- Cannot speak a full sentence
- Sitting hunched forward
- Tugging in of skin over chest or throat
- May have a cough or wheeze
- Obvious difficulty breathing
- Lethargic
- Sore tummy (young children)

LIFE-THREATENING SIGNS

- Unable to speak or 1-2 words
- Collapsed / Exhausted
- Gasping for breath
- May no longer have a cough or wheeze
- Drowsy/ Confused / Unconscious
- Skin discolouration (blue lips)

ACTION FOR SEVERE / LIFE-THREATENING ASTHMA ATTACK

- 1 Sit the person upright. Be calm and reassuring. Do not leave them alone.**
- 2 Phone ambulance: Triple Zero (000).**
- 3 Give separate puffs of Airomir, Asmol or Ventolin**
 - Shake puffer before each puff
 - Put 1 puff into the spacer at a time
 - Take 4 breaths from the spacer between each puff
- 4 Wait 4 minutes.**
- 5 Keep giving puffs every 4 minutes until emergency assistance arrives.**

Commence CPR at any time if person is unresponsive and not breathing normally.
Blue reliever medication is unlikely to harm, even if the person does not have asthma.

IF UNCERTAIN WHETHER IT IS ANAPHYLAXIS OR ASTHMA

- Give adrenaline autoinjector FIRST, then asthma reliever.
- If someone with known food or insect allergy suddenly develops severe asthma like symptoms, give adrenaline autoinjector FIRST, then asthma reliever.

Anaphylaxis: Y N Type of autoinjector: _____



STUDENT HEALTH SUPPORT PLAN

This plan outlines how the school will support the student's health care needs, based on health advice received from the student's medical/health practitioner. This form must be completed for each student with an identified health care need (not including those with Anaphylaxis as this is done via an Individual Anaphylaxis Management Plan - see <http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxischl.aspx>).

This Plan is to be completed by the principal or nominee in collaboration with the parent/guardian and student.

School: Williamstown North Primary School		Phone: 9397 5722
Student's name:		Date of birth:
Year level:		Proposed date for review of this Plan:
Parent/guardian contact information (1)	Parent/guardian contact information (2)	Other emergency contacts (if parent/guardian not available)
Name:	Name:	Name:
Relationship:	Relationship:	Relationship:
Home phone:	Home phone:	Home phone:
Work phone:	Work phone:	Work phone:
Mobile:	Mobile:	Mobile:
Address:	Address:	Address:

Medical /Health practitioner contact:

Ideally, this plan should be developed based on health advice received via the appropriate Departmental Medical Advice form or in case of asthma, the Asthma Foundation's *School Asthma Action Plan*. Please tick the appropriate form which has been completed and attach to this Plan. All forms are available from the [Health Support Planning Forms – School Policy and Advisory Guide](#)

- | | |
|---|--|
| <input type="checkbox"/> <i>General Medical Advice Form - for a student with a health condition</i> | <input type="checkbox"/> <i>Condition Specific Medical Advice Form – Epilepsy</i> |
| <input type="checkbox"/> <i>School Asthma Action Plan</i> | <input type="checkbox"/> <i>Personal Care Medical Advice Form - for a student who requires support for transfers and positioning</i> |
| <input type="checkbox"/> <i>Condition Specific Medical Advice Form – Cystic Fibrosis</i> | <input type="checkbox"/> <i>Personal Care Medical Advice Form - for a student who requires support for oral eating and drinking</i> |
| <input type="checkbox"/> <i>Condition Specific Medical Advice Form – Acquired Brain Injury</i> | <input type="checkbox"/> <i>Personal Care Medical Advice Form - for a student who requires support for continence</i> |
| <input type="checkbox"/> <i>Condition Specific Medical Advice Form – Cancer</i> | |
| <input type="checkbox"/> <i>Condition Specific Medical Advice Form – Diabetes</i> | |

List who will receive copies of this *Student Health Support Plan*:

1. Student's Family 2. The School 3. Other: _____

The following *Student Health Support Plan* has been developed with my knowledge and input

Name of Parent/Guardian or Adult: _____ Signature: _____ Date: ___ / ___ / ___

Name of Principal (or nominee): _____ Signature: _____ Date: ___ / ___ / ___

Privacy Statement

The school collects personal information so as the school can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant school staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected. Please contact the school directly or FOI Unit on 96372670.

Support	What needs to be considered?	Strategy – how will the school support the student's health care needs?	Person Responsible for ensuring the support
First Aid, cont'd	Does the school require relevant staff to undertake additional training modules not covered under basic first aid training, such as staff involved with excursions and specific educational programs or activities	<i>Ensure that relevant staff undertake the agreed additional training</i> <i>Ensure that there are interim provisions in place (whilst awaiting the staff member to receive training), to ensure the student's attendance at school.</i>	
Complex/ Invasive health care needs	Does the student have a complex medical care need?	<i>Is specific training required by relevant school staff to meet the student's complex medical care need?</i> <i>Can the training be obtained through the Department funded Schoolcare Program? If so, the School should complete the relevant referral forms which can be accessed by contacting the Royal Children's Hospital's Home and Community Care on 9345 6548.</i> <i>Consider if the following program/services are required: the Program for Students with Disabilities or Visiting Teachers Service.</i>	
Routine Supervision for health-related safety	Does the student require medication to be administered and/or stored at the School?	<i>Ensure that the parent/carer is aware of the School's policy on medication management.</i> <i>Ensure that written advice is received, ideally from the student's medical/health practitioner for appropriate storage and administration of the medication – via the Department's Medication Authority Form</i> <i>Ensure that a medication log or equivalent official medications register is completed by the person administering the taking of the medication.</i>	
	Are there any facilities issues that need to be addressed?	<i>Ensure the schools first aid room/sick bay and its contents provide the minimum requirements and discuss and agree if other requirements are needed in this room to meet the student's health care needs.</i> <i>Ensure the school provides sufficient facilities to assist a student who requires a wheelchair or other technical support. Discuss this with the parent/carer/student</i>	
	Does the student require assistance by a visiting nurse, physiotherapist, or other health worker?	<i>Detail who the worker is, the contact staff member and how, when and where they will provide support.</i> <i>Ensure that the school provides a facility which enables the provision of the health service</i>	
	Who is responsible for management of health records at the school?	<i>Ensure that information privacy principles are applied when collecting, using, retaining or disposing of personal or health information.</i>	
	Where relevant, what steps have been put in place to support continuity and relevance of curriculum for the student?	<i>For example, accommodation in curriculum design and delivery and in assessment for a student in transition between home, hospital and school; for a student attending part-time or episodically.</i>	
Personal Care	Does the medical/health information highlight a predictable need for additional support with daily living tasks?	<i>Detail how the school will support the student's personal care needs, for example in relation to nose blowing, washing hands, continence care</i> <i>Would the use of a care and learning plan for toileting or hygiene be appropriate?</i>	

Support	What needs to be considered?	Strategy – how will the school support the student’s health care needs?	Person Responsible for ensuring the support
Other considerations	Are there other considerations relevant for this health support plan?	<p><i>For example, in relation to behaviour, such as special permission to leave group activities as needed; planned, supportive peer environment.</i></p> <p><i>For example, in relation to the environment, such as minimising risks such as allergens or other risk factors.</i></p> <p><i>For example, in relation to communication, is there a need to formally outline the communication channels between the school, family and health/medical practitioner?</i></p> <p><i>For example, is there a need for planned support for siblings/peers?</i></p>	