



Allergy Safety Policy (Alternative Provision)

Version History

Version No.	Author/Editor	Approved by	Date Issued	Next Review Date	Brief Summary of Changes
1	Loreena Lawson	Rhea Marwaha	01/09/2026	01/09/2027	New Policy

Executive Summary

NOVA Newcastle Alternative Provision is committed to providing a safe, inclusive and responsive environment for all pupils, including those with allergies and at risk of anaphylaxis. In line with Benedict's Law (2026) and the DfE Statutory Guidance: Allergy Safety in Schools, this policy outlines how NOVA prevents allergen exposure, prepares staff to respond confidently to emergencies, and ensures that emergency medication is always accessible.

The provision maintains two 300 mcg Adrenaline Auto-Injector (AAI) devices in the main office, available for immediate use in an emergency. In addition, two AAI devices are carried on all off-site activities, ensuring consistent protection for young people during trips, outreach sessions and community-based learning. All staff complete annual Allergy and



Anaphylaxis Training, equipping them to recognise symptoms quickly, administer AAls correctly, and follow emergency procedures with confidence.

Through clear procedures, regular training and proactive risk management, NOVA aims to reduce the risk of allergic reactions, ensure rapid and effective emergency response, and promote a culture of safety, awareness and inclusion for all pupils.

1. Introduction

NOVA Newcastle AP is committed to:

- Providing a safe, inclusive environment for all pupils with allergies.
- Ensuring **all staff** receive annual **Allergy & Anaphylaxis Training** (recognition, emergency response, AAI use, incident reporting).
- Maintaining clear, trauma-informed, relational practice when supporting pupils with medical needs.
- Working in partnership with families and on-roll schools to ensure consistent care.

2. Policy Statement

This policy sets out how NOVA Newcastle Alternative Provision keeps children and young people safe under Benedict's Law (2026) and the DfE Statutory Guidance: Allergy Safety in Schools (2026). It outlines our approach to allergy prevention, emergency response, staff training, and partnership working with families and on-roll schools.

3. Aims

- Ensure pupil safety: To provide a safe, responsive environment that protects pupils with allergies and reduces the risk of exposure to known allergens.
- Enable rapid emergency response: To ensure staff can recognise anaphylaxis quickly and administer AAls confidently and correctly, using clear, rehearsed emergency procedures.
- Maintain accessible emergency medication: To ensure two 300 mcg AAls are stored in the main office and two AAls are taken on all outings, with regular checks to keep them in-date and ready for use.
- Strengthen staff competence: To ensure all staff complete annual Allergy & Anaphylaxis Training so they can prevent, identify, and respond to allergic reactions safely.

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- Promote partnership working: To work collaboratively with families, health professionals, and on-roll schools to create consistent, trauma-informed support for pupils with allergies.

4. Identification & Individual Healthcare Plans

- All pupils with diagnosed allergies will have an Individual Healthcare Plan (IHP) and Allergy Action Plan developed with parents/carers, health professionals, and the on-roll school.
- The Allergy Action Plan will be stored with the young persons medication and a copy shared with staff.
- IHPs include: allergens, symptoms, prescribed medication, emergency steps, and communication protocols.
- IHPs are reviewed at least annually or sooner if needs change.

5. Storage & Availability of Adrenaline Auto-Injectors (AAIs)

In line with statutory requirements, NOVA will:

- Hold two 300 mcg spare AAI devices in the main office.
- Ensure devices are in-date, checked monthly, and logged.
- Ensure devices are accessible at all times during the school day.

AAIs on Outings / Off-Site Activities

- Two 300 mcg AAI devices will be taken on all off-site activities and trips.
- A trained staff member will be designated as the AAI lead for each outing.

6. Emergency Response to Anaphylaxis

All staff are trained to follow the emergency protocol:

- Recognise symptoms (rapid swelling, breathing difficulty, collapse, hives, vomiting).
- Administer AAI immediately — use the pupil's prescribed device first if available; if not, use a spare AAI.
- Call 999 and state "anaphylaxis".
- Give a second AAI after 5 minutes if symptoms persist or worsen.
- Inform parents/carers and the on-roll school.
- Record the incident

Use of Spare AAIs for Undiagnosed Allergies

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In accordance with Benedict's Law (2026) and DfE statutory guidance, NOVA staff are permitted to administer a spare AAI to any pupil who is displaying symptoms of anaphylaxis. This includes pupils without a formal diagnosis, prescription, or IHP. Staff will act immediately, call 999, and follow emergency procedures. This provision ensures rapid, life-saving intervention where anaphylaxis is suspected.

7. Reporting Allergic Reactions and Near Misses

NOVA maintains a strong culture of safety, transparency and learning. All allergic reactions—whether mild, moderate or severe—and all near misses must be reported promptly so risks can be understood and reduced.

Immediate Reporting Requirements

- Report all incidents Any allergic reaction, suspected reaction, or near miss (e.g., accidental exposure, incorrect food handling, or a pupil almost accessing an allergen) must be reported to the Designated Safeguarding Lead (DSL) or a member of the management team as soon as possible after the event.
- Complete incident documentation Staff must complete an Allergy Incident & Near Miss Form before the end of the working day, providing factual, detailed information about what occurred and the actions taken.
- Notify parents/carers Parents/carers must be informed on the same day for any reaction or near miss, even if no medication was required.

Recording and Documentation

- Centralised incident log All reports are stored in the provision's Incident Log, monitored by the DSL and reviewed termly.
- IHP updates Any incident triggers a review of the pupil's Individual Healthcare Plan (IHP) to ensure risk management remains accurate and responsive.
- AAI usage recording If an AAI is administered, staff must record the time, dose, symptoms observed, and emergency services involvement.

Post-Incident Review

- Debrief with staff A structured debrief is held within 24 hours to identify what went well, what could be improved, and whether additional training or environmental changes are required.
- Pupil support Staff provide relational, trauma-informed support to the pupil involved, ensuring they feel safe, reassured and understood.

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- Environmental and procedural checks The DSL leads a review of food handling, classroom practices, off-site procedures and allergen-risk areas to prevent recurrence.

Reporting to External Partners

- On-roll school communication NOVA shares incident details with the on-roll school to maintain consistent allergy management.
- Health professional liaison Where appropriate, the provision consults with health professionals (e.g., allergy nurses, paediatricians) to review medical advice or adjust IHPs.

Monitoring and Learning

- Termly analysis The DSL conducts termly analysis of all reactions and near misses to identify patterns, training needs, or environmental risks.
- Continuous improvement Findings inform staff training, risk assessments, curriculum planning (e.g., food-based activities), and whole-provision safety measures.

8. Staff Training

In compliance with Benedict's Law, NOVA ensures:

All staff complete Allergy & Anaphylaxis Training annually.

Training includes:

- Recognising allergic reactions
- Emergency response
- Correct AAI administration
- Incident reporting and debrief
- Reducing allergen exposure
- New staff receive training as part of induction.

9. Allergen Management & Prevention

- Staff are allergen aware and ensure health care plans are known prior to planning activities involving food.
- Pupils are supported to understand their allergies safely and without stigma.
- NOVA promotes allergy-inclusive practice, avoiding “blanket bans” unless required.

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- Parents/carers and on-roll schools are informed of blanket ban changes prior to young person's placement.
- Learning activities, enrichment and off-site visits are risk-assessed for allergen exposure.

10. Communication & Partnership Working

NOVA works closely with:

- Parents/carers – sharing IHPs, updates, and incident information.
- On-roll schools – coordinating support, sharing plans, and ensuring continuity.
- Health professionals – following medical advice and updating plans as needed.

11. Monitoring and Review

This policy is reviewed annually or sooner if:

- Staffing changes
- Building layout changes
- Incident patterns indicate additional controls are required

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APPENDIX 1: EQUALITY IMPACT ASSESSMENT

Nova NE Limited aims to design and implement policies and procedures that meet the diverse needs of our service and workforce, ensuring that none are placed at a disadvantage over others, in accordance with the Equality Act 2010. Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies.

In an Alternative Provision setting, consideration must also be given to the impact of policies and practice on children and young people, many of whom may be vulnerable learners, have SEND, experience trauma, or be at increased risk of exclusion or discrimination.

Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies, including both staff and pupils/learners, parents/carers, and wider stakeholders.

Ref #	Question	Yes	Comments
		No	
		N/A	
1	Does the document/guidance affect one group less or more favourably than another on the basis of:	No	
	Age	No	
	Race/Ethnic origins (including Gypsy, Roma and Traveller)	No	
	Sex (man or woman)	No	
	Gender Reassignment	No	
	Pregnancy/Maternity	No	
	Religion or Belief	No	



	Sexual orientation including lesbian, gay and bisexual people	No	
	Marriage/Civil Partnership	No	
	Disability - learning disabilities, physical disability, sensory impairment and mental health problems	No	
	Carers	No	
2	Is there any evidence that some groups are affected differently?	No	
3	If you have identified potential discrimination, are there any exceptions valid, legal and/or justifiable?	No	
4	Is the impact of the document/guidance likely to be negative?	No	
5	If so, can the impact be avoided?	N/A	
6	What alternative is there to achieving the document/guidance without the impact?	N/A	
7	Can we reduce the impact by taking different action?	N/A	
8	Does this policy impact pupils with SEND, SEMH needs or Education, Health and Care Plans (EHCPs)?	No	
9	Could this policy lead to disproportionate behaviour sanctions, exclusions or barriers to reintegration for any protected group?	No	
10	Does this policy ensure reasonable adjustments are made so disabled pupils and staff can access education, support and services fairly?	Yes	
11	Does this policy promote inclusion and belonging for pupils who may experience	Yes	



	discrimination, bullying or peer-on-peer abuse linked to protected characteristics?		
12	Does this policy support safeguarding duties, including protection from discriminatory bullying, online harassment and peer-on-peer abuse?	Yes	
13	Are there any barriers for parents/carers from diverse backgrounds (e.g., language, culture, disability) in accessing information or engaging with the organisation?	No	
14	Does this policy promote equality of opportunity in curriculum access, support planning and learner voice?	Yes	
15	Have pupils' individual vulnerabilities been considered, including those who are Looked After, Previously Looked After, or known to social care?	Yes	
For advice in respect of answering the above questions, or if a potential discriminatory impact has been identified, please contact the Designated Safeguarding Lead (DSL) or Equality and Diversity Lead.			
Names and Organisation of Individuals who carried out the Assessment: Please give contact details.			Date of the Assessment
Name & Job Title: : Rhea Marwaha, Director			01/09/26

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