



NURSING POLICY

HS06

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CONTENTS

Background	4
Aims of the Policy	4
Doha College school nurse	4
School nursing at Doha College	5
The student	5
The Role of the school nurse	5
Care Coordination	6
Community / Public Health	6
Quality Improvement	6
The Responsibilities of the school nurse	6
No Nut Policy	7
Infectious Diseases	8
Fever	8
Absence due to illness and medical certificates	9
Seizure Disorder	9
Wheelchairs in school	10

BACKGROUND

The health status of a student has a direct impact on his or her capability to learn and develop. Acute or chronic illness or injury has the potential to hinder intellectual, emotional, and social development. Ill health contributes to underachievement³ as an unwell student may find it difficult to engage in the educational process¹. Academic performance is therefore causally related to the physical and mental well-being of the student.¹

Doha College (DC) prioritises the health promotion and maintenance of all students in an endeavour to facilitate an optimal learning environment. This policy explains the role that the school nurse plays in achieving this goal.

The concepts in this policy are based on theory and principles described in the following documents:

- The role of the 21st-century school nurse (National Association of School Nurses)¹
- An RCN Toolkit for School Nurses (Royal College of Nursing)³

AIMS OF THE POLICY

The policy aims to:

- Define and describe the school nurse and school nursing within the context of Doha College.
- Explain the role of the school nurse.
- List and describe the responsibilities of the school nurse and name the corresponding standards of practice.
- Reference applicable legislation and related policies.

DEFINITION OF TERMS

DOHA COLLEGE SCHOOL NURSE

The school nurse employed by Doha College is qualified and authorised to provide nursing care within the boundaries of his/her scope of practice on campus during school hours and extracurricular activities. The scope of practice is determined by the level of education held by the individual nurse and the rules and regulations laid out by the relevant authorising bodies. Qualified with a baccalaureate degree in nursing science, the school nurse is equipped with knowledge and skills to function as an independent health care practitioner. Registration with the Qatar Council for Health Professionals and the authorising body in his or her home country authorise the execution of nursing care within the legal framework of the country³.

Care is delivered through assessment, clinical decision making, and intervention to promote and maintain the health of the student and DC community. Furthermore, the DC school nurse functions within the school nursing team and alongside teachers and support staff while being directly accountable to the head of student welfare.

SCHOOL NURSING AT DOHA COLLEGE

School nursing is a branch of nursing that cares for the physical, mental, emotional, and social well-being of children and adolescents to facilitate learning and academic performance¹. It is further described as a scientific process that focuses on the promotion of health and the prevention of illness and injury delivered through the nursing process within the school context.

At DC, school nursing encompasses all students enrolled at the college from the foundation phase to year 13 and is delivered on campus during school hours and extracurricular activities.

Nursing care is based on the best research evidence and performed in line with relevant school policies and Qatari government laws and regulations³.

THE STUDENT

The student is any child or adolescent enrolled at DC from the foundation phase to year 13. A student is a whole person comprising of body, mind and spirit who functions within the external environment in a dynamic and interactive manner. The environment is made up of physical, social, and spiritual dimensions that influences and is influenced by the student as he or she progresses through the stages of development. Moreover, the student is an individual within a family unit and the larger school community. Holistic nursing care is delivered by considering these elements.⁴

THE ROLE OF THE SCHOOL NURSE

The DC school nurse fulfils his or her role as a member of the multidisciplinary school team. Collaboration with the school counsellor, teachers, support staff, and leadership groups ensures that interventions are student-centred, facilitates open communication, and prevents duplication of tasks². As a DC staff member, the nurse contributes towards learning, development, and academic performance by addressing health care needs and contributing towards safety on campus².

The essence of the role of the school nurse is described in the explication of four main concepts. These elements construct a reliable framework for learning support by promoting health and prevention of illness and injury at school^{1,3}.

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CARE – COORDINATION

The school nurse integrates health care needs between the home and the school setting. This element is essential for students who require monitoring and interventions to manage chronic illnesses. In fulfilment of this role, the nurse communicates with health caregivers and health care prescribers, administers care on campus, and informs the school staff of the individual and special needs of the

student. Furthermore, the school nurse responds and reacts to acute health and injury needs in the individual student.

COMMUNITY/ PUBLIC HEALTH

The school nurse's role extends beyond the individual student to promote the health and safety of the school community, which encompasses parents, siblings not enrolled at DC, extended family, and workers in the home. Control of infectious diseases, health screening, and disease prevention enhance the whole community's protection and well-being.

QUALITY IMPROVEMENT

Quality improvement is critical to preserving a high standard of nursing care at school. This element is a systematic and continuous process involving assessing individual and corporate needs, developing action plans, implementing plans, and evaluating the appropriateness and efficacy of care delivered. This dynamic approach ensures that systems and procedures are constantly being improved and adapted to meet the ever-changing needs of the individual student and school community.

THE RESPONSIBILITIES OF THE SCHOOL NURSE

The concepts that construct the school nurse's role have been translated into realistic, attainable, and measurable responsibilities listed below.

- Identify the needs of the individual student and school community by conducting health and well-being assessments to ensure appropriate and efficient health promotion and illness and injury prevention.
- Develop policies and procedures that are student-centred and based on best research evidence to foster excellence in care delivered.
- Advocate for the student where he or she cannot do so himself/herself to protect those who are vulnerable.
- Promote a safe physical, emotional and social environment to facilitate an optimal learning environment.
- Initiate and pursue continuous professional development to remain up to date with current practices within the profession of school nursing.
- Provide health education to students, families, and school staff to inform and educate on disease prevention and management.
- Engage in health promotion programs required by the Ministry of Health and the Ministry of Education to promote the community's overall health and comply with government rules and regulations.
- Promote infection control measures to prevent the spread of communicable diseases within the school community.
- Conduct screening and reporting of communicable diseases to prevent the spread of infection, inform relevant authorities and comply with government rules and regulations.

- Create, update, and implement individual health care plans for students with long term health care needs to ensure evidenced-based practice, safe administration of prescribed health management and continuity of care.
- Administer medication to students whilst at school to ensure medication safety.
- Effectively manage acute exacerbations of chronic illnesses according to the individualised health care plan to promote recovery and prevent further deterioration.
- Communicate with parents and caregivers regarding the management of chronic illness whilst at school to ensure safety and continuity of care and prevent chronic illness from negatively impacting learning and development.
- Respond to acute illness and injury by providing basic nursing care within the boundaries of the scope of practice to promote healing and prevent deterioration.
- Function as first responders in the event of an emergency to promote a safe learning environment.
- Collaborate with teachers regarding the health needs of students.

REFERENCES

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NO NUT POLICY

There are several students at Doha College who are allergic to nuts. A reaction to this food allergy can range from mild to life threatening. We aim to protect these students from coming into contact with these common allergens by being a Nut Aware School. As such we ask that staff and students refrain from bringing nuts or products that contain nuts into school.

We request that parents and staff should be cognisant of the ingredients or pre-packaged/store bought food such as cookies, cakes etc. Please check the ingredients list of these foods before sending them into school.

We also ask that parents of students who have a nut allergy be responsible for teaching their children not to share food or accept food from others at school.

Do not bring to school:

- Almonds
- Cashew
- Chestnut
- Hazelnut
- Brazil Nut
- Macadamia Nut
- Pecan Nut
- Pistachio
- Walnut

Examples of nut containing foods that should not be brought to school:

- Nut butter
- Nutella and other chocolate spreads
- Pralines
- Nut oil
- Marzipan

INFECTIOUS DISEASES

At Doha College we aim to protect the individual student and the school community from disease by preventing the spread of infectious diseases. Health promotion aims to mitigate an outbreak of disease to facilitate optimal school attendance and avoid an interruption in academic and social development. Therefore, it may be necessary to exclude students who are unwell with a contagious disease from school for a time. Doha College follows the guidance from the UK Health Security Agency to determine when a student should or should not be excluded due to illness.

Please follow this link to find the recommended time periods that a student should not attend school to reduce the risk of transmission during an infectious stage.

[UK Health Security Agency: Exclusion Table](#)

FEVER

A fever is defined as a core body temperature of 38°C or higher. The presence of a fever indicates an immune response, often to an infection. This infection may be either viral or bacterial.

It is important to keep students with a fever at home for the following reasons:

- Rest is necessary to allow the immune system to fight the infection and for the child to fully recover.
- To prevent cross infection to other students.

Therefore, the following exclusions apply:

- Students who have a fever must be kept at home.
- If an antipyretic (such as Panadol or Ibuprofen) is necessary to keep the fever below 38, the student must stay home.
- Students who present to the nurse's clinic with fever will be sent home – the student will not be sent back to class.
- Students must be fever free without the use of antipyretics for 24 hours before returning to school.

ABSENCE DUE TO ILLNESS AND MEDICAL CERTIFICATES

- A student may be absent due to illness for two days without a medical certificate.
- We ask that a medical certificate be provided for a period of absence of three or more days.
- We will not accept a medical certificate from a medical practitioner who is a family member of the student.

STUDENTS OWN MEDICATION

Supply

- Students who require medication to be kept at school fall into 3 categories:
 1. Students who require a short-term prescription for an acute condition.
 2. Students who require regular medication during school hours for a chronic condition.
 3. Students who might need medication in the event of an emergency.
- In all circumstances, parents are to supply the necessary medication.
- Medication is to be handed directly to the school nurse by the parent or the student.
- Medication (prescription and non-prescription) must be in its original packaging and labelled with the following information:
 1. Student's name and surname
 2. Expiry date
 3. Dosage and frequency to be administered.

Unlabelled medication that is not in the original packaging will not be accepted.

Storage

- Category 1 and 2 medication will be stored in the first aid unit.
- In the primary school: category 3 medication will be stored in the classroom and will accompany the student to all specialist lessons. Medication will be stored out of reach of students.
- In the secondary school: students are encouraged to carry category 3 medication in their school bag so that it is readily available in the event of an emergency. Spare medication may be stored in a central location in the secondary school.
- The school nurse will keep an up-to-date register of all medication stored on campus.

Administration

- Students' own medication will be administered by the school nurse.
- Signed authorisation by the parent for medication administration by the school nurse is provided on the student's care plan or on the Medication Authorisation Form.
- Category 3 medication may be administered by a school nurse or any member of staff. Signed authorisation by the parent for medication administration is provided on the student's care plan.

Disposal

- All medication must be returned to the parent/student at the end of each academic year.
- Expired medication that is not collected will be discarded.

Self – administration and self-storage

- Students who carry and self-administer prescription or non-prescription medication do so with parental permission, and it is the responsibility of the parent to ensure the student does so responsibly.
- Parental authorisation for a student to carry and self-administer own medication is documented on the student's care plan.
- Under no circumstance may a student share any medication with another student.

SEIZURE DISORDERS

Seizure Disorders in Design and Technology

The following restrictions apply to operating power tools in DT for students with seizures disorders:

A student who has only ever had ONE seizure:

- Must be seizure-free for 6 months before being allowed to operate power tools.

A student who has had two or more seizures.

- Must be seizure free for 12 months before being allowed to operate power tools.

A student who takes chronic anti-epileptic medication and had a seizure because his/her prescription was changed or reduced.

- Must be seizure-free for 6 months before being allowed to operate power tools.

These guidelines are binding unless overruled by the student's medical practitioner. In such instances, the parent must provide a legal document from the medical practitioner stating that the student may operate power tools without restrictions.

Seizure disorders and PE

Students with seizure disorders may participate in PE without any restrictions. The usual safety and supervision measures should be always adhered to.

Students with seizure disorders may participate in swimming activities, however **heightened caution should be practised**. The student with seizures should never be alone and should be observed at all times. If swimming lengths, the student should be placed in a lane next to the side of the pool.

These guidelines may be over-ruled by a medical practitioner or a parent and should be done so in writing.

WHEELCHAIRS IN SCHOOL

We are unable to accommodate students who use a wheelchair to mobilise around the school except in exceptional circumstances.

Students who are recovering from surgery or injury must be able to mobilise safely on crutches before they can return to school. Appropriate accommodations will be made to keep students on crutches safe and as comfortable as possible.

Where circumstances are exceptional, a request for use of a wheelchair by a student must be submitted to the school leadership at least 7 days in advance of the students return to campus. This is to allow time for decision making as well as to plan for resource allocation and emergency evacuation. Doha College will not accept a student in a wheelchair without at least 7 days' notice.

Under no circumstances may a student in a wheelchair be pushed by a fellow student.

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About Doha College

Vision

To enable personal growth, instil a passion for learning and create aspirational minds.

Mission

With the growth-mindset philosophy of High Performance Learning, we develop confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment for our students to make a lasting contribution to global society.

Core Values

Excellence and diligence
Respect and Integrity
Commitment and Accountability
Perseverance and Honesty
Fun and Enjoyment
Challenge and reward

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