**ALLEY G AND FOOD ALLERGIES - FOOD ALLERGY AWARENESS SUPPORTING NOTES**

***Alley G and Food Allergies***  has been developed to increase awareness of food allergy as a serious and growing health issue and help educate young people and adults about the potentially life threatening nature of the disease.

The session provides young people and school staff with an understanding of the serious nature of anaphylaxis and an appreciation of everyone's role in supporting young people with food allergies and helping to manage risk. Every school is likely to have at least one pupil who is severely food-allergic, and many schools will have more.

**The session covers the concepts of;**

* What a food allergy is
* What happens in the body during an allergic reaction
* How to avoid cross contamination
* How to keep friends with food allergies safe

It could be useful for teachers when covering topics *'Understanding & Respecting Differences and Similarities'*

The session uses a powerpoint to introduce the above concepts to the class. It is then suggested that the class watch a short 4 minute film downloaded from BBC Bitesize website.

**I can't go to school today……. Izzy & Ben's story** <https://www.anaphylaxis.org.uk/campaigning/living-anaphylactic-allergies-izzy-bens-story/>

This is a powerful animation using first-person testimony from two children, Ben and Izzy, who both suffer with anaphylactic allergies. Izzy describes what anaphylaxis is and what it does to your body. Together they describe the different ways it influences their daily lives. Using the children’s real first person testimonies creates an intimate and direct tone that help us to empathise with the people’s differences. Izzy describes the anxiety she feels when she’s in an environment that she can’t control; a market place, or the school cafeteria. As well as the isolation that it can cause from friends and non-sufferers. Ben clearly describes the frustration that can occur when his allergy is ignored. Both circumstances are easily relatable to children; they talk about school, family, friends, holidays and birthday parties. Contains some scenes which younger viewers may find upsetting.

***Teacher review prior to use in class is recommended.***

After watching the clip the children could talk about what changes they would need to make at school for someone with anaphylaxis.

**WHY WE ALL SHOULD BE MORE AWARE OF ALLERGIES.**

There has been a dramatic increase in allergic diseases in recent years, it is therefore important that everyone in school knows what to do to make it as safe as possible for those with allergies and to know how to help them if they have a reaction.

In 2017 the Anaphylaxis campaign were alerted to nine food allergy related fatalities most of which concerned children. Unfortunately one of these deaths occurred in east Lancashire, 15 year old Megan Lee suffered an allergic reaction in December 2016 and sadly passed away a few days later.

Anaphylactic shock is a severe and rapid onset allergic response, which can result in circulatory collapse, coma and death. Signs of severe reaction can include rashing or hives anywhere on the body, a sense of impending doom, swelling of throat and mouth, vomiting, difficulty breathing, a drop in blood pressure and loss of consciousness.

Treatment for allergic reactions is needed quickly and involves the use of anti-histamines and epinephrine auto-injectors (sometimes referred to as Epi-Pens but this is one of three trade names). **It is important that staff and pupils can recognise the symptoms and feel confident to react if the situation should arise.**

**ALLERGY AWARE – MANAGING RISK**

It is important to create a culture whereby those with allergies can participate in daily school life and not feel excluded and that too much emphasis is not placed on the allergic person being vulnerable or victims. They are normal people, living with a stressful situation, the food allergy does not determine who they are.

Allergy sufferers have to adapt through avoidance of allergens; taking care to avoid cross contaminations of foods; carefully and consistently reading food labels; and often facing limits on social activities where food is involved (*or sometimes not going out at all*). It is important that they can rely on the support of peers and adults.

Bullying a child with a food allergy can range from taunting the child to physically assaulting with the allergen. Educating everyone in the school environment about food allergies will provide a more inclusive climate and aim to create more tolerance and understanding.

**HOW CAN YOU HELP PROMOTE AWARENESS**

* Deliver *'Alley G & Food Allergies'* as part of your whole school approach in the classroom or as part of any health awareness information days.
* Create an allergy aware environment i.e. consider restricting food in certain areas.
* Display *'Allergy Safety Rules'* posters in the classroom and around the school.
* Raise awareness about allergies for parents by putting information on your school website .
* Consider encouraging staff to undertake AllergyWise anaphylaxis online training for schools.

This course is designed to ensure that key staff in schools are fully aware of the signs and symptoms of anaphylaxis, how to provide emergency treatment and the implications for management of severely allergic children in school.

<https://www.anaphylaxis.org.uk/information-training/allergywise-training/for-schools/>

* Take a whole school approach to allergens – see Allergy UK for more information:<https://allergyuk.org/schools/whole-school-allergy-awareness-and-management>

**WHAT TO DO IF SOMEONE IS GOING INTO ANAPHYLACTIC SHOCK**

Instructions differ depending on the brand of auto-injector used. Please ensure you read the instructions carefully on the pen before use.

**Step 1** **–** Stay calm, keep talking to the person.

**Step 2** **–** Follow the instruction on their pen.

**Step 3 –** Remove the cap. This may be covering the needle or in the top end.

**Step 4 –** Follow the instructions on how to inject, when to remove the injector and any massage requirements.

**Step 5** **–** Call 999 and ask for an ambulance. State you have a patient suffering from anaphylaxis.

**Step 6 –** A second dose may be administered after 5-15 minutes, if the patient has been prescribed one.

**FOR FURTHER INFORMATION AROUND ALLERGIES YOU MAY FIND THE FOLLOWING LINKS USEFUL;**

**Anaphylaxis Campaign**<https://www.anaphylaxis.org.uk>

Issy and Ben's Story – an anaphylaxis campaign film for those working or living with younger people with allergies

<https://www.anaphylaxis.org.uk/campaigning/living-anaphylactic-allergies-izzy-bens-story/>

**Take the Kit –** an anaphylaxis campaign film to encourage young people to take their epinephrine/epi-pen with them wherever they go.

<https://www.anaphylaxis.org.uk/campaigning/takethekit/>

**Online training for first aiders**

<https://www.anaphylaxis.org.uk/training-for-first-aid-trainers/>

**Online training for school nurses**

<https://www.anaphylaxis.org.uk/information-training/allergywise-training/for-healthcare-professionals/>

**Spare Pens in Schools -** Spare pens can be purchased by schools from a pharmaceutical supplier, without prescription for use in such emergencies. New legislation allows school staff to administer an emergency AAI to any child who has been assessed as being at risk of anaphylaxis.

<http://www.sparepensinschools.uk>

**Allergy UK**

<https://www.allergyuk.org>

Whole school allergy and awareness management (Allergy UK)
<https://allergyuk.org/schools/whole-school-allergy-awareness-and-management>

**For school kitchens, food businesses and caterers**

**FSA Northern Ireland MenuCal –** online allergen calculator and training

<https://www.menucalni.co.uk/Account/LogOn?ReturnUrl=%2f>

**FSA online allergy training**

<http://allergytraining.food.gov.uk/> A powerful animation using first-person testimony from two children, Ben and Izzie, who both suffer with anaphylactic allergies. Izzy describes what anaphylaxis is and what it does to your body. Together they describe the different ways it influences their daily lives. Using the children’s real first person testimonies creates an intimate and direct tone that help us to empathise with the people’s differences. Izzy describes the anxiety she feels when she’s in an environment that she can’t control; a market place, or the school cafeteria. As well as the isolation that it can cause from friends and non-sufferers. Ben clearly describes the frustration that can occur when his allergy is ignored. Both circumstances are easily relatable to children; they talk about school, family, friends, holidays and birthday parties. Contains some scenes which younger viewers may find upsetting. Teacher review prior to use in class is recommendedA powerful animation using first-person testimony from two children, Ben and Izzie, who both suffer with anaphylactic allergies. Izzy describes what anaphylaxis is and what it does to your body. Together they describe the different ways it influences their daily lives. Using the children’s real first person testimonies creates an intimate and direct tone that help us to empathise with the people’s differences. Izzy describes the anxiety she feels when she’s in an environment that she can’t control; a market place, or the school cafeteria. As well as the isolation that it can cause from friends and non-sufferers. Ben clearly describes the frustration that can occur when his allergy is ignored. Both circumstances are easily relatable to children; they talk about school, family, friends, holidays and birthday parties. Contains some scenes which younger viewers may find upsetting. Teacher review prior to use in class is recommendedA powerful animation using first-person testimony from two children, Ben and Izzie, who both suffer with anaphylactic allergies. Izzy describes what anaphylaxis is and what it does to your body. Together they describe the different ways it influences their daily lives. Using the children’s real first person testimonies creates an intimate and direct tone that help us to empathise with the people’s differences. Izzy describes the anxiety she feels when she’s in an environment that she can’t control; a market place, or the school cafeteria. As well as the isolation that it can cause from friends and non-sufferers. Ben clearly describes the frustration that can occur when his allergy is ignored. Both circumstances are easily relatable to children; they talk about school, family, friends, holidays and birthday parties. Contains some scenes which younger viewers may find upsetting. Teacher review prior to use in class is recommended