



Personal Care Policy

January 2020

Approved by the Governing Body Strategy Group 16/01/20

**This Policy is due for renewal in Term 3
2021–22**

PERSONAL CARE POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE: INTRODUCTION

At Godinton Primary School we have found that some children require assistance with personal care, especially toileting management. Clear guidance avoids causing anxiety for staff, the children themselves and their parents/carers.

This Policy has been drawn up following the County Guidelines and publications, such as “Managing Medicines in Schools and Early Years Settings”.

Godinton Primary School has a medical room and all personal care provision is given in discussion with the parents using the facilities that we currently have available.

Throughout this document the term parent(s) is used to refer to parents and legal guardians or carers.

SECTION TWO: AIMS

The aims of these guidelines and associated documents are:

- To provide guidance and reassurance to staff.
- To safeguard the rights and well-being of our children.
- To reassure parents and carers that staff are knowledgeable about personal care and take their individual concerns into account.

SECTION THREE: DEFINITION OF PERSONAL CARE

Personal care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need.

Children may require help with eating, drinking, washing, dressing and toileting. There is no statutory responsibility which requires school staff to administer medication or assist with aspects of personal care such as changing colostomy or ileostomy bags, managing catheters or other appliances or administering rectal medication, however as a school we believe it is important for our staff to assist and support children with medical or personal care needs. In consultation with parents an appropriate number of staff may be asked to volunteer for these duties, if they occur for a temporary period of time, and suitable training will be arranged. Parents may be required to come into school to administer some aspects of personal care to their own children.

SECTION FOUR: BASIC PRINCIPLES

It is essential that every child is treated as an individual and that care is given as gently and sensitively as possible. The child should be encouraged to express choice and to have a positive image of his/her body. Staff should bear in mind the following principles:

- Children have a right to feel safe and secure.
- Children should be respected and valued as individuals.
- Children have a right to privacy, dignity and a professional approach from staff when meeting their needs.
- Children have the right to information and support to enable them to make appropriate choices.
- Children have the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs.
- Children and young adults have the right to know how to complain and have their complaint dealt with.
- A child's personal care plan should be designed to lead to independence.

SECTION FIVE: VULNERABILITY TO ABUSE

It is essential that all staff are familiar with the school's Child Protection Policy and procedures and with the child's own Care Plan as children with disabilities can be particularly vulnerable to abuse.

Personal care may involve touching the intimate areas of the child's body (e.g. changing a child's nappy) and may leave staff vulnerable to accusations of abuse. It is unrealistic to eliminate all risk but this vulnerability places an important responsibility on staff to act in accordance with agreed procedures.

Parents will always be informed as to the action taken for their child with regard to personal care. In most instances, parents will be consulted prior to any personal care being carried out. In an emergency situation, such as if a child soils themselves, where possible parents will be contacted in the first instance with a view to them coming to school to assist their child. Where this is not possible, then a phone call to the parents will agree what school staff will do to assist the child in the parent's absence. If this is not possible as parents or other emergency contacts cannot be contacted, school staff, in consultation with the senior management team will fulfil their loco parentis role and act in the best interest of the child in order to minimise their distress. Where intimate care is provided on a regular basis then this is drawn up as an agreed plan of action in consultation with parents. The child may also have a care plan.

An additional member of staff will be present if intimate personal care is being carried

out.

SECTION SIX: WORKING WITH PARENTS

We aim to establish effective working relationships with all parents but this is particularly necessary for children with special care needs or disabilities. Parents should work with school to ensure their child's needs are properly identified, understood and met.

Plans for the provision of personal care must be recorded to ensure clarity of expectations, roles and responsibilities. Records will also reflect arrangements for on-going and emergency communication between home and school, monitoring and review.

SECTION SEVEN: LINKS WITH OTHER AGENCIES

Positive links are made with all other agencies in the care or welfare of individual children. The Assistant Head for Inclusion co-ordinate links with other agencies.

SECTION EIGHT: GOOD PRACTICE GUIDANCE

Positive approaches to personal care which ensure a safe and comfortable experience for the child are provided. These include:

- Getting to know the child beforehand in other contexts to gain an appreciation of his/her mood and systems of communication
- Having a knowledge of and respect for any cultural or religious sensitivities related to aspects of intimate care
- Speaking to the child by name and ensure they are aware of the focus of the activity. Address the child in age appropriate ways.
- Giving explanations of what is happening in a straightforward and reassuring way
- Agreeing terminology for parts of the body and bodily functions that will be used by staff and encourage children to use these terms appropriately
- Respecting a child's preference for a particular sequence of care
- Giving strong clues that enable the child to anticipate and prepare for events e.g. show the clean nappy/pad to indicate the intention to change, or the sponge/flannel for washing
- Encouraging the child to undertake as much of the procedure for themselves as possible, including washing intimate areas and dressing/undressing
- Seeking the child's permission before undressing if he/she is unable to do this unaided
- Providing facilities that afford privacy and modesty
- Keeping records noting responses to intimate care and any changes of behaviour.
- For most practices relating to personal care two members of staff should be

present, however this is discussed in consultation with staff and parents.

All adults assisting with personal care must be employees of the school. If personal care is an integral part of their duties then this aspect of their work will be reflected in the job description. In exceptional circumstances unpaid employees i.e. voluntary workers may assist with Personal Care provided they have been trained and police checked and with agreement of all parties.

Staff should receive training where available in good working practices which comply with Health and Safety regulations such as dealing with bodily fluids, wearing protective clothing, manual handling, Child Protection. Identified staff should also receive training for very specific personal care procedures where relevant.

Where a routine procedure needs to be established, then there should be an agreed health care plan and/or personal care plan involving discussion with school staff, parents, relevant health personnel and the child. All parties should sign the plan. The plan must be reviewed on a regular basis.

In the case of complaint, the parents should in the first instance contact the Headteacher who is the Designated Safeguarding Lead. Should the complaint be against the Headteacher the complaint should be directed to the Chair of the Governing Body. A copy of the school's complaint policy is available upon request or can be found on the school website.

Staffing levels are considered carefully to maintain a balance between maintaining privacy and dignity for children alongside protection for them and staff. Some procedures may require two members of staff for health and safety reasons e.g. manual handling. This should be clearly stated in the care plan. Ideally personal care should be observed by an additional adult, however where a child may become distressed by this and therefore personal care procedures are carried out by one person protection is afforded by following school routines. These are outlined on the agreed plan in consultation with the member of staff and parents.

SECTION NINE: EXCLUSIONS TO THE POLICY

It is not feasible for school staff to routinely administer some aspects of personal care such as applying sun cream, due to the high number of children that this may apply to at any one time. Children are asked to come to school with long lasting sun cream already applied or for children to apply this themselves. However if younger children get into difficulty with this, school staff may assist, applying sun cream to arms, legs (from knees

down) or face only.

School staff will not towel dry children after swimming. If a child has a difficulty with this, and in order for them to participate, a personal care plan would be drawn up.

SECTION TEN: TRAINING

Staff are trained in the area of personal care that they will undertake. This training may be provided by outside agencies, by staff from other educational establishments or by staff within our own school.

Groups of staff may be trained in order to cover for illnesses.

SECTION ELEVEN: INSURANCE

This policy aims to manage risks and ensure that employees do not work outside the remit of their responsibilities. It is of particular importance with regard to:

- Staff training
- The recording of activities
- Consent being obtained from parents/ carers
- The Health Care Plan being written and signed by parents
- The presence of two adults when invasive procedures are performed unless the parents have agreed to the presence of one adult only.

SECTION TWELVE: IMPLICATIONS FOR LEARNING

At Godinton Primary School we consider:

- It is difficult to sit still if you need to go to the toilet
- A child with a continence difficulty may be experiencing tummy pain or discomfort
- Concentration and general well-being could be affected as a result of these problems
- It may be necessary to monitor fluid intake, or indeed, give extra

At Godinton Primary School we consider:

- Some children may have a “line” in. Care should be taken that this is not knocked – seek medical advice on management of such lines
- Clothing for PE should be discreet
- Privacy for changing should be considered where necessary
- Seek advice from parents /carers and medical personnel with regard to swimming

SECTION THIRTEEN – MONITORING AND REVIEW

This policy is reviewed every two years.

SECTION FOURTEEN – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.