



Personal Care Policy

Lampard Community School

Document Control	
Title: Personal Care Policy	
Version number: 4	Author: Claire Cowen-Brown
Date approved: 27 th January 2022	Status: Final
Superseded version: 3	Date of next review: January 2024

Contents

1 – School Ethos	2
2 – Aims	2
3- Legislation and Statutory Guidance	2
4 – Personal Care	3
5 – Our Approach to Best Practice	3
5.1 Seeking parent/carer permission	3
5.2 Role of staff	3
5.3 Procedures	3
5.4 Changing facilities	4
5.5 Equipment provision	4
6 – Child Protection and Safeguarding	4
7 – Working with Other Professionals	5
8 – Complex Needs	5
9 – Monitoring	5
10 – Key Documents	5
Appendix 1 – Parent/Carer Permission and Personal Care Plan	6
Appendix 2 – Toileting Plan	8
Appendix 3 – Summary of Changes	9

1. School Ethos

Lampard Community School is committed to ensuring that all staff responsible for the personal care of children will undertake their duties in a professional manner at all times. The school takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Lampard Community School recognises that there is a need to treat all children with respect when personal care is given. No child should be attended to in a way that causes distress or pain.

2. Aims

This policy aims to ensure that:

- The privacy and dignity of individuals is maintained at all times.
- Personal/intimate care is carried out properly by staff, in line with any agreed plans.
- Physical care to students complies with their wishes.
- All adults providing personal care are aware of the students' individual needs and routines.
- All adults providing personal care are protected by the knowledge that the parents/carers and/or students views have been sought.
- In an emergency, any available member of staff will carry out appropriate actions.
- The appropriate guidance and information for staff is provided regarding carrying out personal care.

3. Legislation and Statutory Guidance

This policy complies with [statutory safeguarding guidance](#).

4. Personal Care

Personal or intimate care is the care given in order to meet personal hygiene needs, which is carried out with sensitivity and discretion, preserving the students dignity at all times. This includes washing, toileting, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some children and young people are unable to do so because of their age, physical difficulties or other special needs. Examples include care associated with continence and menstruation management as well as more ordinary tasks such as help with washing, toileting or dressing. Parents/carers and students are consulted regarding the normal routines that are followed. Students at Lampard Community School require different levels of care according to their needs.

5. Our Approach

5.1 Seeking parent/carer permission

All students who require regular assistance with personal care will have a written Personal Care Plan and/or Toileting Plan agreed by staff, parents/carers and any other professionals actively involved, such as school nurses, physiotherapists or occupational therapists. Any historical concerns (such as past trauma) should be taken into account. There must be careful communication with the student in line with their preferred means of communication to discuss their needs and preferences.

The management of all children with personal care needs will be carefully planned. The child who requires personal care is treated with respect at all times; the child's welfare and dignity is of paramount importance.

5.2 Role of staff

Staff who provide personal care are trained to do so (including Child Protection and Health and Safety training in lifting and moving, if appropriate) and are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/occupational therapist as required.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible, staff who are involved in the personal care of children/young people will not usually be involved with the delivery of sex education to them as an additional safeguard to both staff and children/young people involved.

Staff who provide personal care should speak to the student by name, explain what they are doing and communicate in a way that reflects the students' level of understanding. Staff should inform another appropriate adult when they are going alone to assist a student with personal care. The religious views, beliefs and cultural values of children and their families should be taken in account.

Adults who assist students with personal care should be employees of the school, not students on placement or volunteers, and therefore have the usual range of safer recruitment checks including enhanced DBS checks. No member of staff will carry a mobile phone, camera or similar device whilst providing personal care.

All staff should be aware of the schools confidentiality policy. Sensitive information will be shared only with those who need to know.

5.3 Procedures

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted. Where possible, one child will be catered for by one adult unless there is a sound reason for having more adults present. If this is the case, the reasons should be clearly documented.

Wherever possible, staff should only care personally for an individual of the same sex. However, in certain circumstances this principle may need to be waived where failure to provide appropriate care would result in negligence, for example, female staff supporting boys in a primary school, as no male staff are available.

Personal care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's 'Personal Care' plan. The plan will be reviewed every 6 months or when needs change. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

5.4 Changing facilities

When children need to be changed in school the dignity and privacy of the child should be of paramount concern. An area, which can be made private by the use of a screen, is acceptable. Consideration should be given to the sighting of this area from a health and safety aspect. The area should not be situated in a thoroughfare, as a changing mat will have to be used on the floor when a child is to be changed. This is the recommended method of changing a child, as it avoids an adult having to lift a child and cause possible back injury.

5.5 Equipment Provision

Parents have a role to play when their child is still wearing nappies. The parent should provide nappies, disposal bags, wipes, changing mat etc. and parents should be made aware of this responsibility. Schools are responsible for providing gloves, plastic aprons, a bin and liners to dispose of any waste.

5.6 Health and Safety

Staff should always wear an apron and gloves when dealing with a child who is bleeding or soiled or when changing a soiled nappy. Any soiled waste should be placed in a polythene waste disposal bag, which can be sealed. This bag should then be placed in a bin (complete with a liner) which is specifically designated for the disposal of such waste. The bin should be emptied on a weekly basis and it can be collected as part of the usual refuse collection service as this waste is not classed as clinical waste. Staff should be aware of the school's Health and Safety policy.

Procedures will be carried out in a COVID-safe way according to the school's risk assessment and COVID protocols.

6 Child Protection and Safeguarding

All children will be taught personal safety skills carefully matched to their level of development and understanding.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. they will immediately report concerns to the Designated Safeguarding Lead.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed (see Safeguarding and Child Protection Policy for details).

7 Working with other professionals

We will work with other professionals such as the Continence Nurses, Occupational Therapist, Public Health Nurses or Physiotherapist when providing personal care to a child or young person. They will contribute to the Personal Care Plan where appropriate.

8 Complex needs

Children with complex needs have the same rights to safety and privacy when receiving personal care. Additional vulnerabilities that may arise from a physical disability or learning difficulty must be considered with regard to individual teaching and care plans for each child. As with all arrangements for personal care needs, agreements between the child, those with parental responsibility, and the organisation, should be easily understood and recorded.

Regardless of age and ability, the views and/or emotional responses of children with complex needs should be actively sought (with advocacy arrangements made for those who can't) in regular reviews if these arrangements.

9 Monitoring

This policy will be reviewed by the Designated Safeguarding Lead every two years (or sooner if updates or amendments are required). At every review, the policy will be approved by the governing body.

10 Key documents:

- Working together to safeguard children 2018
- Guidance for safer working practice for those working with children and young people in education settings 2019
- Keeping children safe in education 2021

This document should be read alongside the following policies:

Positive Behaviour
Child Protection and Safeguarding
Health & Safety
RSHE
Equality
Administration of Medicines

Appendix 1

Permission for personal care and personal care plan

Permission for School to provide Personal Care



Surname	
First name	
Male/Female	
Date of Birth	
Parent/Carers name	
Address	

I understand that:

I give permission to the school to provide appropriate personal care to my child eg changing, toileting, feeding, showering, medical support or other.

I wish to advise you that I would like the following to be the approach to this:

I will advise the head teacher of any medical issues which impact on the personal care of my child.



Personal Care Plan

To be completed by the Care and Safeguarding Team and parent/carer & shared with all staff who are involved in supporting the child.

School staff involved:

*Members of staff responsible:
For care plan: HLTA - Care & Safeguarding Team
For day to day management: Class teacher*

Other professionals involved:

Nature of personal care:

Headteacher/Care & Safeguarding Team signature:

Parent/carer signature:

Date:

Review date agreed:

Appendix 2

Toileting Plan

Child's name: _____

Date of birth: _____

Class: _____

Contact no of parent: _____



Issue:

What is to be done:

When:

Where:

How:



Special notes: eg reward scheme, attitude to be taken, fluid requirements, access to toilet, equipment required:



How to record:



Additional Information:

Signed by child, if appropriate: _____

Parent/carer's name: _____

Name of staff: _____

Signed: _____

Signed: _____

Date: _____

Review Date: _____

Appendix 3:

Summary of changes since previous review

Page 2 Contents	Addition of Contents section
Page 2 School Ethos	Change of title
Page 2 Aims	Section repositioned. Additional bullet point (2)
Page 2 Legislation and Statutory Guidance	Additional section and link to KCSIE 2021
Page 3 Our Approach	Reformatted, re-worded in places and sectioned into distinct areas
Page 4 Health and Safety	Additional reference to COVID precautions
Page 5 Monitoring	Additional section outlining review and monitoring
Page 5 Key Documents	Reference to most recent documents
Page 9 Appendix 3	Summary of changes