

Lady Margaret Primary School



Where children come FIRST

Personal care policy

Approved by: Helen Rai **Date:** November 2021

Last reviewed on: November 2021

Next review due by: November 2022

This policy supports the **Rights Respecting principles** adopted by Lady Margaret Primary School and is particular relevant to the following articles:

UNICEF – Convention on the Rights of the Child (CRC)

Article 3:

The best interests of the child must be a top priority in all things that affect children.

Article 19:

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23:

Children who are disabled, either mentally or physically, have a right to special care and education so they can lead full and independent lives.

Article 34:

Nobody can do anything to your body that you do not want them to do, and grown-ups should protect you.

Article 37:

No child should be punished in a way that humiliates or hurts them.

Written October 2016

Reviewed September 2017

Author: E Hodgkinson (**Reviewed 2021 by A Towers**)

1. Aims of the Personal Care Policy

This policy is part of the safeguarding practice and equality practice. This policy provides guidance for staff regarding the personal care of pupils and it informs parents of what practices are in place to ensure their children's safety, care and dignity.

All school staff are required to follow this policy and to support colleagues in following this policy.

2. Principles

Lady Margaret Primary School is committed to:

- safeguarding all pupils
- maintaining the dignity of all pupils
- respecting the views and wishes of all pupils

- treating all pupils and staff with respect
- ensuring equality practices with regards to gender, sexuality and disability
- its duty of care to all staff and to protecting staff from false allegations of abuse

3. Links

This policy is written with reference to the following documents:

Keeping Children Safe in Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

SEN/D Code of Practise 2015

Equality Act 2010

This policy has links to/ related content to the following school policies:

SEN/D policy

EYFS policy

Safeguarding

4. Practice

School complies with the safeguarding regulations with regards to recruitment of staff and the use of agency staff.

It is expected that in line with developmental norms, most children will be toilet trained before starting in nursery/ reception however in line with the Equality Act 2010 our schools does not discriminate against or disadvantage disabled children or those with special educational needs.

If children are not toilet trained, then they may attend nursery in pull ups but staff will, together with parents, begin the process of toilet training. Children will have a personal care plan written, in collaboration with parents, to set out how the intimate care will be supported following advice from the OT and Early Start services. The school suggests sending plenty of changes of clothes during this period.

All adults who work with children are DBS checked and all staff who support a child with intimate care will inform another adult. There is no legal requirement for 2 adults to be present, see 'Guidance for safer working practice for those working with children and young people in education settings', p14 2015. If a child soils themselves the member of staff will support the child to change and clean themselves to a hygienic level. Parents may be called if the child becomes particularly distressed, however this will be discussed as part of the care paln. If there is any evidence of illness, then parents will be called. Where a child or young person's care plan does not include 'intimate care', parents/carers will be informed

the same day if their child has needed help with meeting intimate care needs. (e.g. if soiled or passed urine).

Some pupils who have **additional needs or a disability** may require assistance from staff for their personal care needs for an extended period, or for the duration of their time at the school. This includes personal hygiene, assistance in the toilet, assistance to un/dress and, for some girls', assistance with managing menstruation. **Where possible children are taught and encouraged to become independent in these routines from as early an age as possible.**

If an adult does need to assist, then the 'hand over hand' technique should be used.

Where a child requires regular toileting assistance, either for a short time as a result of injury / illness or long term due to their additional needs, then a Personal Care Plan will be completed together with parents and support visuals shared. A record of toilet management will be kept for each child. Parents should supply changes of clothes and pull ups, if required, to the school. In line with advice from Early Start, pupils working on toilet training can wear pull ups but also pants underneath so they can start to recognise when they need to be changed.

Due regard is given to pupils' age and gender appropriateness, the familiarity of adult/pupil relationship, classroom organisation and delivery of the curriculum. The personal care needs of many pupils can be met with the assistance of one adult. Other pupils have more complex care and/or behaviour needs and two adults may be required to assist. All support will be agreed during the creation of the Personal Care Plan.

Staff gender in the context of attending to pupils' personal care

- Same gender personal care of pupils is provided where staffing arrangements permit, however it is considered appropriate for female staff to attend to the personal care of all pupils.
- Male staff may attend to the personal care of all boys regardless of age, although where there is a high level of personal care required e.g. with the youngest children in the EYFS, other requirements may influence decisions made.
- Male staff do not attend to the personal care of girls when the onset of puberty is evident and will not attend to female pupils with regards to personal care during menstruation.
- All staff should be sensitive to the care requirements of both genders and may need to be flexible to organisational changes made to protect the dignity of the child.

Use of agency staff & Volunteers

- Agency staff are occasionally used to cover teacher and teaching support staff absences. The agencies are required to comply with national safeguarding regulations. The school has structures in place to ensure that all necessary

safeguarding checks are made. Agency staff are required to have enhanced DBS clearance and are subject to an identity checks upon arrival.

- All students receive a comprehensive induction on starting placements at school which highlights their role in the personal care of pupils if this is appropriate and necessary for their role. eg: a student teacher teaching in a class with a child who has a Personal Care plan would not be expected to carry out the plan, but would be expected to know what the plan contains in order to ensure that it is carried out.
- Volunteers are not permitted to provide personal care. They are permitted to assist with changing for PE whilst under the direct supervision of a member of teaching staff.
- Agency staff are follow direction from the Deputy / Assistant Heads and other class staff.

Duty of Care including Allegations of abuse by staff members

The school has a duty of care to all staff and adults working on site. This includes supporting staff members so that they are not professionally compromised.

Lady Margaret Primary School adheres to the following DfE guidance (see link)

<http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse/dealing-with-allegations-of-abuse-against-teachers-and-other-staff> . This would be followed if an allegation was made.

This policy is shared with parents and all permanent and temporary staff and is reviewed annually by the Governing Body.

Personal Care Policy Appendix 1: Guidance for staff re: soiling at school

The following guidance summarises the key information found in the Personal Care policy

Some children may have an accident and soil at school.

Children are not to be sent home if they have soiled. Parents should not be called unless it has been discussed with one of the DHT/AHT or the Headteacher. The only exception to this is if there is evidence of diarrhoea, but this should be discussed with a member of SLT BEFORE ringing parents as with any illness.

If you are not sure what to do, please refer to your year leader in the first instance. If you cannot find your phase leader, please seek the AHT/ DHT responsible for your phase.

Some children with additional needs may have a **Personal Care Plan** to manage their toileting needs – available from Medical tracker or in the class medical bags. If this is the case, then please follow the instructions on the plan. If you are unsure of any points, please refer to class teacher or SENCO.

When children are in N, R and year 1 and there is no evidence of diarrhoea, the child should be encouraged to clean themselves or shown how to do it with hand over hand techniques. Parents should be informed and a decision should be made if a Personal Care Plan is required.

There are a number of spare clothes and pants that can be used and a stock of clean lost property and underwear that will fit children from year r - year 2.

If a child further up the school soils, then we would try to find clothes to fit them. Children with diarrhoea will need to isolate at home for 48 hours in line with guidelines. This is to prevent the spread of infection.

If the child is not toilet trained, and in Reception and above, then they will require a Personal Care Plan, this can be discussed with the medical lead or SENCO and worked out and agreed in a meeting with parents.

If the child is toilet trained, but keeps having accidents, then please alert the SENCO.

Soiling is very distressing for children and therefore, a child who has soiled should not be left in the main office under any circumstances.

Personal Care Policy Appendix 1: Template for Personal Care plan

Personal Care Plan

For children wearing nappies/pull ups in school

Please refer to

[Early Start Ealing: Guidance on Specialist Toileting Needs in Early Years Provision & Schools](#)

For further advice see [https://www.safeguardingchildren.co.uk/wp-](https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April-2020.pdf)

[content/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April-2020.pdf](https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April-2020.pdf)

Child's Name:	Class
Meeting attendance to discuss plan	
Attendees	Date of plan Date of review

Current toileting at home	
Has it been started? Started and stopped, ongoing?	
Anything that has gone well? Any successful strategies tried?	
Any additional resources used e.g. favourite distraction technique/toy, toilet seats, rewards?	
Have visuals been used? See Appendix	

Use of pull up/pants – have these been introduced?	Advice from Early Start is to wear pants <u>under</u> pull ups so child can start to recognise related sensations.
Any advice from parents around when child wets or soils themselves? Before or after meals etc.	
Are there any trigger points which may cause anxiety, distress or an ‘accident’?	
Are there any moving or handling implications that need to be considered?	
Toileting routine in school	
Who will/might change the child?	
How will the child be changed? E.g. standing up in toilet cubicle, lying down on a mat on the floor. (possibly take parent to toilets to discuss setting)	
Who will provide resources? E.g. wipes,	

nappies, disposable gloves	
How will changing occasions be recorded and how will this be communicated to parents?	
How will wet/soiled clothes be dealt with?	
<p>What will the member of staff do if the child is unduly distressed?</p> <p>NB if marks or injuries are noticed school safeguarding procedures will be followed.</p>	
<p>What broad timings will be followed?</p> <p>Once every 10-15 mins, once every 30 mins etc</p>	
Agree a minimum number of changes.	
How will the child be encouraged to participate in the	

procedure? E.g. use of visuals, social stories, reward activity, hand over hand	
As child progresses how will they indicate they need to use the toilet?	
Any other comments/ important information e.g. medical information	
Date of review to discuss progress	

This plan has been discussed with me and I agree to change my child at the last moment before he/she comes to school, provide the resources indicated above and follow similar procedures at home as appropriate and where possible.

I give permission for the school to provide appropriate intimate care in line with this plan. I will advise the school of any medical complaint my child may have which affect issues of intimate care.

Signed: _____

Date: _____

Name (print) _____ Relationship:

Frequently Asked Questions

Do two members of staff need to be present to change a child?

There is no legal requirement for two members of staff to be present, so settings and schools should not refuse to clean a child if only one member of staff is available to leave the room.

For safeguarding reasons, staff who help with intimate care should make sure another member of staff is aware they are going to change a child and is in the vicinity and visible or audible ('Guidance for safer working practice for those working with children and young people in education settings', p14 2015)

How do we dispose of waste?

Whenever possible use the usual toilet facilities to flush contents of nappies and waste water.

Please note the usual health and safety regulations which apply to disposable nappies. It is not necessary for nappy waste to be regarded as clinical waste; it is not, therefore, necessary to use the yellow waste sacks or to arrange specialist waste disposal. Double wrapping the waste should be sufficient.

Dirty clothes should be placed in a plastic bag for parents to collect at home time. These soiled clothes must be stored in a designated place other than the usual coat area.

Toileting Plan

- Parents/ carers and staff to monitor times of when child wets or soils- use the monitoring sheet provided with this Toilet Plan.
- Set a time and date to start- making sure all the family agree to stick to the routine.
- Make sure you have plenty of pants/ knickers, pull ups and wipes.
- Keep a predictable calm toilet routine- use visuals.

Toilet Routine



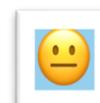
- Use **pull ups** to begin with, **with pants underneath**- the reason we suggest this is because your child may take longer to toilet train than expected, but it is important to begin to show them the sequence of events so that when they are ready they will have the skills needed.
- Use visuals to support – toilet sequence of events and give clear instructions.
- Use **‘now’** and **‘next’**, **‘toilet now’**, **‘next car run’** or another type of reward.



- Take your child to the **toilet every _____ minutes.**



- In between toilet times, if your child does a wee or poo, simply say, **“you’re wet”- “change clothes”** or **“poo in nappy”, “change clothes”**- keep voice low and same tone- **show no emotion**- let them feel that they are wet and feel when they are dry.



- If your child is **dry** in between toilet visits, **praise**, use happy expression- e.g. **“nappy dry- high five”**, then continue with using visuals.



- Treat child with respect and dignity at all times talking through what is happening/ will happen next to them using visuals as required

- Tackle toileting at home first and slowly start to introduce sequence of events in other familiar places, Nan and grandads, friend’s house etc.

