

Personal Care Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

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Signed by
Chair of Governors _____ **Date:**

Headteacher _____ **Date:**

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UFFCULME SCHOOL PERSONAL CARE POLICY

Health and Personal Care Introduction

Uffculme School actively promotes the health care of each student and meets any personal care needs as detailed in individual care plans as necessary. This policy document aims to provide clear principles and guidance on the issue of supporting personal care needs

All of the students we work with have the right to be safe, to be treated with courtesy, dignity, and respect, and to be able to access all aspects of the education curriculum.

The Disability Discrimination Act (DDA 2005)

The DDA provides protection for anyone who has a physical, sensory or cognitive impairment that has an adverse effect on his/her ability to carry out usual day-to-day activities. The effect must be substantial and long-term.

Anyone with a named condition that affects aspects of personal development must not be discriminated against. All such issues have to be dealt with on an individual basis, and settings are expected to make reasonable adjustments to meet the needs of each child or young person.

Aims

The aims of this policy and associated guidance are:

- To safeguard the rights and promote the welfare of children and young people
- To provide guidance and reassurance to staff who have responsibilities that may include personal care
- To assure parents and carers that staff are knowledgeable about personal care and that individual concerns are taken into account
- To remove barriers to learning and participation, protect from discrimination, and ensure inclusion for all young people as students

Definition of Personal Care

'Personal Care' can be defined as care tasks of a personal nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. In some cases, it may be necessary to administer rectal medication on an emergency basis. As far as is possible and especially with older students' Personal Care will be provided by a member of staff who is of the same gender as the student.

Personal care tasks specifically identified may include:

- Dressing and undressing (underwear)
- Helping someone use the toilet
- Changing continence pads (faeces)
- Changing continence pads (urine)
- Bathing/ showering
- Washing personal parts of the body
- Changing sanitary wear
- Inserting suppositories (emergency epilepsy medication)
- Inserting and monitoring pessaries

Definition of Personal Care

'Personal Care' generally carries more positive perceptions than intimate care. Although it may often involve touching another person, the nature of this touching is more socially acceptable, as it is less personal and usually has the function of helping with personal presentation and hence is regarded as social functioning. These tasks do not invade conventional personal, private or social space to the same extent as personal care and are certainly more valued as they can lead to positive social outcomes for people

Those personal care tasks specifically identified as relevant here may include:

- Skin care/applying external medication
- Support with eating
- Administering oral medication
- Hair care
- Dressing and undressing (clothing)
- Washing non-personal body parts
- Prompting to go to the toilet

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.

Students may require help with eating, drinking, washing, dressing and toileting.

This guidance is not prescriptive but is based on the good practice and practical experience of those dealing with such children and young people.

Basic Principles

Student's personal care needs cannot be seen in isolation or separated from other aspects of their lives.

Encouraging students to participate in their own personal or personal care should therefore be part of a general approach towards facilitating participation in daily life.

Personal care can also take substantial amounts of time but should be as positive an experience as possible for the students and for their parents/carer(s).

It is essential that every student is treated as an individual and that care is given as gently and as sensitively as possible.

The student should be encouraged to express choice and to have a positive image of his/her body.

Staff should bear in mind the following principles:

- Students have a right to feel safe and secure.
- Students have a right to an education and schools have a duty to identify and remove barriers to learning and participation for students of all abilities and needs
- Students should be respected and valued as individuals.
- Students have a right to privacy, dignity and a professional approach from staff when meeting their needs.
- Students have the right to information and support to enable them to make appropriate choices.
- Students have the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs.
- Students have the right to express their views and have them heard. Schools must have complaints procedures that students can access
- A student's Personal/personal care plan should be designed to lead to independence.

Vulnerability to abuse

Children and young people with disabilities have been shown to be particularly vulnerable to abuse and discrimination. It is essential that all staff are familiar with the school Safeguarding Policy and procedures, with agreed procedures within this policy and with the students own Care Plan.

The following are factors that increase the child or young person's vulnerability:

- Children/young people with disabilities often have less control over their lives than is usual.
- They do not always receive sex and relationship education, or if they do, may not fully understand it, and so are less able to recognise abuse.
- Through residential, foster or hospital placements, they may have multiple carers.
- Differences in appearance, disposition and behaviour may be attributed to the child's disability rather than to abuse.
- They are not always able to communicate what is happening to them.

- Personal care may involve touching the private parts of the student's body and therefore may leave staff more 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.

Working with families

Establishing effective working relationships with parents/carers is a key task for all schools and is particularly necessary for children/young people with special care needs or disabilities. Parents/carers should be encouraged and empowered to work with professionals to ensure their child/young person's needs are properly identified, understood and met.

Although they should be made welcome, and given every opportunity to explain the student's particular needs, they should not be made to feel responsible for the young person's care in school. They should be closely involved in the preparation of Individual Health Care Plans or a Personal Care Plan. Staff have a duty to remove barriers to learning and participation for students of all abilities and needs.

Plans for the provision of personal care must be clearly recorded to ensure clarity of expectations, roles and responsibilities. Records should also reflect arrangements for ongoing and emergency communication between home and school, monitoring and review. It is also important that the procedure for dealing with concerns arising from personal care processes is clearly stated and understood by parents/carers and all those involved.

Links with other agencies

Due to the nature of their diagnosis our children and young people may be known to a range of other agencies. It is important that positive links are made with all those involved in the care or welfare of individual students. This will enable school based plans to take account of the knowledge, skills and expertise of other professionals and will ensure student well-being and development remains the focus of concern.

Arrangements for ongoing liaison and support to school staff where necessary should also be formally agreed and recorded. It is good practice for schools to identify a named member of staff to co-ordinate links with other agencies for individual students. At Uffculme this would ordinarily be a member of SLT.

Schools have a responsibility to teach toilet training and other personal care skills, as an essential PHSE basis in order to be able to access the rest of the curriculum. For some children and young people, achieving continence may not be possible. Assistance with the management of their toileting needs should be provided sensitively to allow them continued access to the full curriculum, life in the establishment, and dignity in front of peers and staff.

Good Practice Guidance

In many schools, education and other settings, designated staff are involved on a daily basis in providing intimate/personal care to students with special educational needs arising from learning difficulties, sensory impairments, medical needs and physical disabilities. This places those staff in a position of great trust and responsibility. They are required to attend to the safety and comfort of the students and to ensure that they are treated with dignity and respect.

The time taken to carry out this care can also be used to promote personal development, as even the youngest child can be encouraged to become aware of and value their own body and extend their personal and communication skills. If such opportunities are denied, then they may not learn to distinguish between appropriate and inappropriate. Confident and self-assertive children and young people who feel their bodies belong to them are less vulnerable to sexual abuse.

Religious and cultural values must always be taken into account when making arrangements for managing intimate/personal care needs for children and young people, and stereotypes should be challenged. Staff concerned should begin by simply asking questions about the student being supported and try to discover things about their background and experience.

It is vital that staff meet with parents/carers and the student prior to admission, to discuss whether a personal care plan is required and those staff most likely to be involved in providing the personal care aspects.

Examples of positive approaches to personal care which ensure a safe and comfortable experience for the student:

- Get to know the student beforehand in other contexts to gain an appreciation of his/her mood and systems of communication
- Have a knowledge of and respect for any cultural or religious sensitivity related to aspects of personal care
- Speak to the student by name and ensure they are aware of the focus of the activity. Address the student in age appropriate ways
- Give explanations of what is happening in a straightforward and reassuring way
- Agree terminology for parts of the body and bodily functions that will be used by all staff and encourage students to use these terms
- Respect a student's preference for a particular sequence of care
- Give strong verbal and visual prompts that enable the student to anticipate and prepare for events e.g. show the clean pad to indicate the intention to change, or the sponge/flannel for washing
- Encourage the student to undertake as much of the procedure for themselves as possible, including washing personal areas and dressing/undressing
- Seek the student's permission before undressing if she is unable to do this unaided
- Provide facilities that afford privacy and modesty
- Keep records noting responses to personal care and any changes of behaviour

Practical considerations for senior leaders to ensure health and safety of staff and students:

- Adults assisting with personal care should be employees of the school. However Long term supply staff may also be required to support personal care. Long Term supply staff will only participate in this process once school and students have built a relationship of mutual trust. Agency staff will always be guided by the expertise, knowledge and skill of school staff.
- Staff should receive training in good working practices which comply with Health and Safety regulations such as dealing with bodily fluids: wearing protective clothing, Team Teach, Child Protection, HIV and Infection Policy, Whistle Blowing, Risk Assessment. Identified staff should also receive training for very specific personal care procedures where relevant.
- Where a routine procedure needs to be established, there should be an agreed personal care plan involving discussion with school staff, parents or carers, relevant health personnel and the student. All parties should sign the plan. The plan must be reviewed on a regular basis. The school's complaints procedures should be known to all, and followed where necessary.

The Personal Care Plan should cover:

- Facilities
- Equipment
- Staffing
- Training
- Curriculum specific needs
- School trips / outings
- Individual strategies and aids that promote independence
- Arrangements for review and monitoring of the Personal Care Plan
- Details of the schools Complaints Policy and Procedures

Staffing levels need to be carefully considered. There is a balance to be struck between maintaining privacy and dignity for students alongside protection for them and staff. It is important for school to decide on practical ways of dealing with staffing levels. Some procedures may require two members of staff for health and safety reasons. This should be clearly stated in the Personal Care Plan.

As far as possible, personal care procedures should be carried out by one person, protection being afforded to a single member of staff in the following ways:

- Personal care staff implement the strategies in the "examples of positive approaches" section outlined above.
- Personal care staff notify the teacher, line manager or other member of staff, discreetly, that they are taking the student to carry out a care procedure.

- A signed record is made of the date, time and details of any intervention required that is not part of an agreed routine. See relevant form in Appendix. A decision can be made at the Personal Care Plan meeting as to whether a regular record needs to be kept of routine procedures.
- If a situation occurs which causes personal care staff embarrassment or concern, a second member of staff should be called if necessary, and the incident reported and recorded.
- When staff are concerned about a student's actions or comments whilst carrying out the personal care procedure, this should be recorded and discussed with a line manager immediately.

Other practical considerations for senior leaders:

- There should be sufficient space, heating and ventilation to ensure safety and comfort for staff and student
- Facilities with hot and cold running water. Anti-bacterial handwash should be available.
- Items of protective clothing, such as disposable gloves and aprons should be provided. No re-use of disposable gloves
- Special bins should be provided for the disposal of wet and soiled pads. Soiled items should be "double-bagged" before placing in the bin
- There should be special arrangements for the disposal of any contaminated waste/clinical materials
- Seeking advice on general continence issues through the School Nurse or Health Visitor. For specific conditions, the School Nurse, Health Visitor and/or parents/carers should be able to provide links with relevant specialists
- Supplies of suitable cleaning materials should be available. Anti-bacterial spray should be used to clean surfaces
- Supplies of clean clothes (the student's own where possible) should be easily to hand to avoid leaving the student unattended while they are located
- Adolescent girls will need arrangements for menstruation in their plan
- Schools should have a supply of sanitary wear which can be provided for girls in a sensitive and discreet way

Training

The requirement for staff training in the area of personal care will vary greatly and will be largely influenced by the needs of the students for whom staff have responsibility. Consideration will be given, however, to the need for training on a whole school basis and for individual staff who may be required to provide specific care for an individual student or small number of students.

Whole staff group training should provide staff with opportunities to work together on the range of issues covered within this document thus enabling the development of a culture of good practice and a whole school approach to personal care. Whole school training should provide disability awareness, and opportunities for staff to increase knowledge and enhance skills.

More individualised training will focus on the specific processes or procedures staff are required to carry out for a specific student. In some cases this may involve basic physical care which might appropriately be provided by a parent or carer.

For any student requiring personal care, it may be appropriate to discuss this with the school nursing or health visiting service.

Managing risk

These guidelines aim to manage risks and ensure that employees do not work outside the remit of their responsibilities. It is essential that all staff follow the guidance set out in this policy and take all reasonable precautions to prevent or minimise accident, injury, loss or damage.

It is of particular importance with regard to:

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

Related guidance and policy documents

- Teaching and Learning Policy
- Supporting Students with medical needs in school
- Safeguarding policy
- Health and Safety policy

The **Appendices** provide a selection of forms to support care to be used as required

Appendix I

Risk Assessment

Child's Name:

Date of Risk Assessment:

	Yes / No	Notes	Actions
1. Does weight /size/ shape of pupil present a risk?			
2. Does communication present a risk?			
3. Does comprehension present a risk?			
4. Is there a history of child protection concerns?			
5. Are there any medical considerations? Including pain / discomfort?			
6. Has there ever been allegations made by the child or family?			
7. Does moving and handling present a risk?			
8. Does behaviour present a risk?			
9. Is staff capability a risk? (back injury / pregnancy)			
Are there any risks concerning individual capability (Pupil) General Fragility Fragile bones Epilepsy Other			
Are there any environmental risks? Heat/ Cold			

If Yes to any of the above identify on personal care plan.

Date:

Signed:

Name:

Appendix 2

Permission for school to provide personal care

Child's Full Name	
Male/ Female	
Date of Birth	
Parent/ Carer's Full Name	
Address	

I understand that;

I give permission to the school to provide appropriate personal care support to my child e.g. changing soiled clothing, sanitary pads, washing and toileting.

I will advise the head teacher of any medical complaint my child may have which affects issues of personal care

Signed _____

Full Name _____

Relationship to Child _____

Date _____

Appendix 3

Agreement between student and personal assistant – **example to be amended as required**

Child's Name _____ Class/ Year Grp _____

Name of Support Staff Involved _____

Date _____

Review Date _____

Support Staff

As the personal assistant helping you in the toilet you can expect me to do the following:

- *When I am the identified person I will stop what I am doing to help you in the toilet. I will avoid all unnecessary delays.*
- *I will treat you with respect and ensure privacy and dignity at all times.*
- *I will ask permission before touching you or your clothing*
- *I will check that you are as comfortable as possible, both physically and emotionally*
- *If I am working with a colleague to help you, I will ensure that we talk in a way that does not embarrass you.*
- *I will look and listen carefully if there is something you would like to change about your Personal Management Plan*

Child

As the child who requires help in the toilet you can expect me to do the following:

- *I will try, whenever possible to let you know a few minutes in advance, that I am going to need the toilet so that you can make yourself available and be prepared to help me*
- *I will try to use the toilet at break time or at the agreed times*
- *I will only use the agreed emergency signal for real emergencies.*
- *I will tell you if I want you to stay in the room or stay with me in the toilet*
- *I will tell you straight away if you are doing anything that makes me feel uncomfortable or embarrassed.*
I may talk to other trusted people about how you help me. They too will let you know what I would like to change

Signed _____ Member of Staff

Signed _____ Child (if appropriate)

Appendix 4

Working Towards Independence Record

Child's Name _____ DOB _____

Name of Support Staff Involved _____

Date of Record _____ Review Date _____

I can already

Aim:
I will try to

Signed _____ Parents/ Carers

Signed _____ Member of Staff

Signed _____ Second Member of Staff

Signed _____ Child (if appropriate)

Appendix 5 Personal Care Management Plan

Child's Name _____ Class/ Year Grp _____

Name of Support Staff Involved _____

Date of Record _____ Review Date _____

Area of Need	
Equipment required	
Location of suitable toilet facilities	
Arrangements for Educational Visits:	
Support required	Frequency of support

Working towards Independence

Child will try to	Personal Assistant will	Target achieved (date)

Signed _____ Parents/ Carers

Signed _____ Member of Staff

Signed _____ Second Member of Staff

Signed _____ Child (if appropriate)

