Hanwell Fields Community School
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PERSONAL CARE

POLICY & PROCEDURES

Date ratified by Governors	December 2020
Signature of Chair of Governors	
Audience	All stakeholders
Date for Review	January 2022
Date policy implemented:	May 2018
Signed By Head Teacher	Caroline Bond

Introduction

Hanwell Fields Community School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise the need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain. The child's welfare and dignity is of paramount importance. Every child's right to privacy will be respected.

Rationale

The purpose of these procedures is to set out guidelines that safeguard children and staff by providing a consistent approach. Staff providing personal care must be aware of the need to adhere to good Child Protection practice in order to minimise the risks for both children and staff.

Aims

The aims of the policy and procedures are:

- To safeguard the dignity, rights and well-being of children.
- To ensure that children are treated consistently and with sensitivity and respect, when they experience personal care.
- To provide guidance and reassurance to staff.
- To ensure that parents are involved in planning the intimate care of their child and are confident that their concerns and the individual needs of their child are taken into account
- To reassure parents that staff are knowledgeable about intimate care.

Principles

As a school we have a duty of care to all children and this includes attending appropriately to their personal needs. At Hanwell Fields Community School and Nursery we believe that children are entitled to have their personal needs met by people they know and trust. During the course of a session, should a child require personal care, a member of staff (their Key Person or a familiar member of the team) will attend discretely and sensitively to their needs in a quiet, designated area.

Definition

Intimate care is one of the following:

- Supporting a pupil with dressing/undressing
- Providing comfort or support for a distressed pupil
- Assisting a pupil requiring medical care, who is not able to carry this out unaided
- Cleaning a pupil who has wet / soiled him/herself, has vomited or feels unwell

Responsibilities

Management responsibilities:

- To ensure permission has been sought from parents for staff to support their child's personal care routines.
- To ensure all staff and volunteers are DBS checked before engaging in any personal care routines.
- To provide facilities appropriate to the children's age and individual needs.
- To provide appropriate guidance, training, supervision and reassurance to staff to ensure safe practice.
- To ensure that staff will receive ongoing training in good working practices which comply with health and safety regulations, hygiene procedures, first aid and child protection procedures.
- To keep a record of training undertaken by staff and to ensure that refresher training is provided where required.
- To ensure that all staff are familiar with the school's Personal Care Policy and Procedures.
- To provide an Induction programme for all new staff and to ensure that they are made fully aware of the Personal Care procedures for the children they are supporting.
- To ensure all mobile phones are locked away and no unauthorised recording equipment is in use, as per our Staff Code of Conduct.

Staff responsibilities:

- Staff must be familiar with the Personal Care Policy and Procedures, and adhere to the guidance set out.
- Staff must report any concerns to a member of the Leadership Team.
- Teachers will liaise with parents/carers to establish specific care routines where appropriate.

- Staff must take part in training for any aspect of personal care and safeguarding.

Supporting Dressing/Undressing

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in Early Years and Nursery. Staff will always encourage children to attempt undressing and dressing unaided.

Providing Comfort or Support

Children may seek physical comfort from staff (particularly children in Nursery and Reception). Where children require physical support, staff need to be aware that physical contact must be kept to a minimum and be child initiated. When comforting a child or giving reassurance, the member of staff's hands should always be seen and a child should not be positioned close to a member of staff's body which could be regarded as intimate. If physical contact is deemed to be appropriate staff must provide care which is suitable to the age, gender and situation of the child.

If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable.

Medical Procedures - see Policy for Supporting Pupils with Medical Needs

If it is necessary for a child to receive medicine during the school day parents must fill out a form from the school office and discuss their child's needs with a member of staff before the school agrees to administer medicines or medical care.

Any member of staff giving medicine to a pupil should check:

The pupil's name
Written instructions provided by parents or
doctor Prescribed dose
Expiry date

Particular attention should be paid to the safe storage, handling and disposal of medicines.

The Head Teacher has prime responsibility for the safe management of medicines kept at school. School staff are also responsible for making sure that anyone in school is safe. Medicines should generally be kept in a secure place, not accessible to pupils but arrangements must be in place to ensure that any medication that a pupil might need in an emergency is readily available.

Soiling

When parents or carers first bring their child to a school or a setting, one of their biggest worries may be

about their child's toileting habits. It is really helpful for parents when their child's key person is able to dispel anxieties.

Intimate care for soiling should only be given to a child after the parents have given permission for staff to clean and change the child. Parents who have children in the Nursery and Reception class are asked to sign a permission form so that the Early Years staff can clean and change their child in the event of the child soiling themselves.

If a parent does not give consent, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parents/carers or emergency contact is able to come within a few minutes, the child is comforted and kept away from the other children to preserve dignity until the parent arrives. Children are not left on their own whilst waiting for a parent to arrive, an adult will stay with them, giving comfort and reassurance. The child will be dressed at all times and never left partially clothed. If a parent/carer or emergency contact cannot attend, the school seeks to gain verbal consent from parents/carers for staff to clean and change the child. This permission will be sought on each occasion that the child soils him or herself.

If the parents and emergency contacts cannot be contacted the Headteacher will be consulted. If put in an impossible situation where the child is at risk, staff will act appropriately and may need to come into some level of physical contact in order to aid the child.

When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings.

If a child needs to be cleaned, staff will make sure that:

- Protective gloves and an apron are worn.
- The procedure is discussed in a friendly and reassuring way with the child throughout the process.
- The child is encouraged to care for him/herself as far as possible.
- Physical contact is kept to the minimum possible to carry out the necessary cleaning.
- The child is clean before they redress themselves.
- Privacy is given appropriate to the child's age and the situation.
- All spills of vomit, blood or excrement are wiped up and flushed down the toilet.
- Any soiling that can be, is flushed down the toilet.
- Soiled clothing is put in a nappy bag, unwashed, and sent home with the child.
- A personal care form is filled out and a copy is sent home.

Hygiene

All staff must be familiar with normal precautions for avoiding infection, must follow basic hygiene procedures and have access to protective, disposable gloves.

Protection for Staff

Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk. These should include:

- Gaining a verbal agreement from another member of staff that the action being taken is necessary.
- Another member of staff will be available to support.
- Be aware of and responsive to the child's reactions.

These procedures are included in our EYFS Handbook. The Handbook is given to all parents as part of the Induction Pack for children starting in Reception.

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The EYFS Statutory Framework emphasises the importance of 'equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported'. The following four guiding principles are endorsed in the framework:

- Every child is a unique child
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers: and
- Children develop and learn in different ways and at different rates.

EYFS framework states that all children are able to take up their entitlement in a high quality setting. Evidence shows that high quality provision has greater development benefits for children, particularly for the most disadvantaged children.

- Children learn best when they are healthy, safe and secure, when their individual needs are met
- Providers must take all necessary steps to keep Children safe and well
- It states that it 'seeks to provide: equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported'.
- Early Learning Gola for Health and Self-care – beginning they manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Providers must ensure there is an adequate number of toilets and hand basins available. Except in childminding settings, there should usually be separate toilet facilities for adults. Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies and providers should ensure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available.
- Under the early learning goals for 'Health and Self-Care' development it clearly identifies that, 'children know the importance for good health of physical exercise, and a healthy

diet, and talk about ways to keep health and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

It implements the duties of the Equalities Act of 2010 and the SEN and Disabilities Code of Practice of 2014 in requiring:

"Reasonable adjustment to the assessment process for children with special educational needs and disabilities **must** be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this".

Hanwell Fields Community School (HFCS) already have a hygiene or Infection Control policy as part of their Health and Safety Policy. The same precautions will apply for nappy changing.

HFCS believes the following:

Children should be entitled to.....

- Be included in the setting, whether toilet trained or not.
- Be consulted about their personal care needs
- Have their individual needs respected and met by people they know and trust
- Have their indications of needing a nappy change acknowledged and responded to as quickly as possible
- Be positively supported in developing their self-care skills as appropriate to their age/developmental stage

Parent and Carers should be entitled to....

- Have a say in how their child's needs are met and have their own culture respected
- To have available to them information as to how their child's needs will be met
- Support in managing the child's individual toileting needs
- Constancy of expectation and approach to nappy changing and toilette training across setting and home

Staff and Manager should expect to.....

- Manage all children's individual personal care needs, taking account of all of the above
- Have systems in place for gaining and sharing information so that parents can jointly plan for the individual children's needs
- Ensure that children's personal care needs are recorded in relevant policies and procedures so that they meet their statutory requirements
- Engage with appropriate specialist support where a particular need has been identified
- Encourage children's independence in their self-care development
- Recognise and respond to the development needs of their staff
- Ensure that the resources are inclusive and provide an environment which is safe and respectful of the children's self-care needs.

Governors and Management Committees should expect to...

- To make reasonable adjustment in their provision to accommodate those children or young people who need to have their nappies changed or personal toileting needs supported.
- Be responsible for ensuring that staff are aware of meeting children's self-care needs
- Meet their duty of care within the legislative framework.
- Support the leadership and management team to address the needs of the staff in their ability to meet the needs of the children
- Make reasonable adjustment so that all children are allowed dignity and control in meeting their self-care needs.

School teachers' pay and conditions document 2014 and guidance on school teachers' pay and conditions states - a teacher may be required to undertake the following duties:

Health, safety and discipline:
52.8 Promote the safety and well-being of pupils.

Also, The Teacher's Standards says:
A teacher must:

- Set high expectations which inspire, motivate and challenge pupils.
- Establish a safe and stimulating environment for pupils, rooted in mutual respect;
- Fulfil wider professional responsibilities deploy support staff effectively;

P53: 'having regard for the need to safeguarding pupils' well-being, in accordance with statutory provisions';

It is recognised that how teachers manage the practicalities of supporting the personal care needs of children in their group or class needs careful consideration to ensure that adequate supervision and teaching time is available for all the children.
(Teachers may want to refer to their own trade unions for further guidance on this')

Agreeing a policy and procedure for personal care:

When agreeing your policy, procedure and clear guidelines to ensure best practice the following should be considered:

The Unique Child:

- How will the *views* of the child be gained and respected as to how they would like to be changed? Some older children may prefer to stand up.
- How will you respect cultural diversity and expectations?
- How are children's independence skills with their own personal hygiene and self-care encouraged and taught in an age/stage appropriate way and how is the environment organised to facilitate this? Do staff recognise the developmental and learning opportunities for babies and children?
- Some children have physical and or medical difficulties - how will this affect their ability to control bladder or bowel movements and how are staff offered additional support and guidance to provide for this?

Positive· Relationships

- Who will provide this care to the child? – Key Person /buddy - must hold DBS. What about cover or new members of staff?
- How are parents informed of the policy and practice of the setting/school?
- How are parents consulted and their views respected when considering the individual provision for their child? - When toilet training consistency across home and setting/school will be vital.
- What records do you keep of changing children?

Enabling Environments

- Where will children be changed? - Is there a designated area of space to change children?
- How flexible are your nappy changing routines in order to accommodate the individual requirements of the children?
- How do you ensure staff has access to appropriate health and safety training to support their own wellbeing and safety, such as manual handling?
- What staff induction procedures are in place to ensure staff is confident and consistent in their practice?

Health and Safety and Safeguarding

- Is there a risk assessment for changing and disposal of nappies? - This should be carried out and clear guidance for staff available.
- What Hygiene resources will need to be used? - Single use disposable gloves and aprons should be worn.
- How will nappies and hygiene resources are disposed of safely? Nappies should be double wrapped, or placed in a hygienic disposal unit. Disposable nappies, gloves and apron etc. should be put in a sealed plastic bag in the main dustbin bag. They are not classified as clinical waste but local waste collection agreements should be checked. Soiled nappies should not be given to parents at the end of the session

unless these are reusable,

- What arrangements do you have in place to for the cleaning of changing areas/toilets / potties to reduce cross contamination? The changing mat area should.be washed with antibacterial spray after use, toilet seats should be sanitised and potties washed, dried and stored hygienically.
- What arrangements do you have in place to ensure secure hygienic hand· washing and drying procedures? This should including hot water and soap for staff and for children when age/ stage appropriate.
- How do you provide for children who may have soiled clothes? Child will be offered fresh clothes if theirs are soiled and these will be rinsed/ washed and· passed back to the parents (need for spare clothes).

Helpful Contacts

Contacts for general advice on personal care

Schools should contact:

School Health Nurses

The Early Years Team:
Email: earlyyears@oxfordshire.gov.uk call: 0845 604 2346 (usual rates apply)

Children's centres, child-minders, Day Nurseries and pre-schools should contact:
Health Visiting Team The Early Years Team:
Email: earlyyears@oxfordshire.gov.uk call: 0845 604 2346 (usual rates apply)

Out of School providers (including Breakfast clubs, After-school clubs and Holiday Playschemes) should contact:

The Early Years Team:
Email: earlyyears@oxfordshire.gov.uk call: 0845 604 2346 (usual rates apply)

Advice about an individual child with specialist needs with parental permission can be accessed through:

Schools should contact:

The child's Health Visitor or
The Children's Continence Service: Call: 01993 209435

Children's Centres, Childminders, Pre-schools and Day Nurseries could also contact:
The Early Years SEN Team:
Email: eysenit@oxfordshire.gov.uk call: 01865 323556.

Other helpful contacts and references:

Early Years Foundation Stage Statutory Framework
Equalities Act 2010
Disabled Children and the Equality Act 2010
Education and Resources for Improving Childhood Continence Helpline: 0845 370 8008.
Guidance of infection control in schools and settings
United Nations Convention on the Rights of the Child

Oxfordshire Early Years web pages:

Information for early education and childcare providers
Early Years Toolkit
Early Years SEN toolkit

Oxfordshire children's bladder and bowel service.

The Community Children's Bladder and Bowel Service is available for all children over the age of four years with bladder and bowel problems.
Telephone (answerphone): 01865 904 467.

The Paediatric Continence Guide provides information about children's bladder and bowel incontinence.
Contact a Family – helpful advice for children with disability/ SEN (also available in a number of languages.)
Promo Con- useful information about bladder and bowel problems.