Gosforth Park First School

Document Number
GP-GB-PO-051

Document Name
GPFS Personal Care Policy

Version Number
V 04

Version Control

Document	Version	Date	Author	Change Description
GP-GB-PO-051	01	09/10/2026	Governing Body	Checked by Tracey Gasper, Leanne Lamb
GP-GB-PO-051	01	21/10/2024	Governing Body	Checked by Tracey Gasper, EYFS Lead Fixed typo
GP-GB-PO-051	01	04/07/2022	Governing Body	Updated with new appendices
GP-GB-PO-051	01	20/05/2019	Governing Body	Document release in QMS format

Introduction

At Gosforth Park First School, we are committed to safeguarding and promoting the welfare of children and young people. As such, we are committed to ensuring that all staff responsible for personal care of children and young people will undertake their duties in a professional manner at all times and ensuring that children are treated with sensitivity and respect. No child is excluded from our school who, for whatever reason, may not be toilet trained, and we work with parents/carers to support toilet training where necessary.

Principles

1.1 Children's voice, dignity and emotional wellbeing

Staff will explain personal care in a way appropriate to the child's age, development and communication needs, seek their agreement wherever possible, and respect verbal and non-verbal expressions of discomfort. If a child becomes distressed, staff will pause where safe, reassure and support regulation, and consider alternative approaches. Immediate hygiene, health and safeguarding needs must still be addressed sensitively and without unnecessary delay. Children will be encouraged to participate and develop independence as far as possible.

This school takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. Meeting a pupil's personal care needs is one aspect of safeguarding. The Governing Body recognises its duties and responsibilities in relation to the Equality Act 2010, which requires that any pupil with an impairment that affects his or her ability to carry out day to-day activities must not be discriminated against. This policy should be read in conjunction with a range of other policies including the following; safeguarding policy and child protection procedures; staff code of conduct and guidance on safer working practice; 'whistle-blowing' and allegations management policies; health and safety policy and procedures; Special Educational Needs and Disability Policy. The Governing Body is committed to ensuring that all staff responsible for the intimate care of pupils will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.

We recognise that there is a need to treat all pupils, whatever their age, gender, disability, religion, ethnicity or sexual orientation with respect and dignity when intimate care is given. The child's welfare is of paramount importance and his or her experience of intimate and personal care should be a positive one. It is essential that every pupil is treated as an individual and that care is given gently and sensitively: no pupil should be attended to in a way that causes distress or pain. Staff will work in close partnership with parent, carers, and other professionals to share information and provide continuity of care. Where pupils with complex and/or long-term health conditions have a health care plan in place, the plan should, where relevant, take into account the principles and best practice guidance in this intimate care policy.

All staff undertaking personal care must be given appropriate training. This Personal Care Policy has been developed to safeguard children and staff. It applies to everyone involved in the personal care of children.

Definition

Personal care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves. Some pupils are unable to do because of their young age, physical difficulties or other special needs. Personal care tasks are associated with bodily functions, body products and personal hygiene that requires direct or indirect contact with intimate personal areas. Examples include care associated with continence as well as more ordinary tasks such as help with washing, toileting, dressing and undressing (underwear), changing nappies, helping someone use the toilet or washing intimate parts of the body, cleaning a pupil who has soiled him/herself or vomited. It is also associated with other accidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness and weather. Very young or disabled pupils may be unable to meet their own care needs for a variety of reasons and will require regular support. It also includes supervision of pupils involved in personal self-care.

Best Practice

1.2 Toileting and developing independence

Children develop toileting independence at different rates. Staff will work with parents and carers to agree consistent, developmentally appropriate strategies, respond sensitively to accidents without embarrassment or blame, and support timely changing whenever required for comfort, hygiene and wellbeing, regardless of session length. Where difficulties persist, the SENCO and relevant health professionals may be involved with parents and carers.

1.3 Supporting children with SEND and additional needs

Individual arrangements will consider communication methods (including visual and non-verbal communication), sensory sensitivities, physical accessibility, mobility and moving-and-handling needs, emotional regulation, familiar staff and predictable routines. Plans will be agreed with families and reviewed following significant changes or concerns.

Where a child is in nappies, parents/carers will be responsible for ensuring the school has a supply of nappies, wipes and nappy bags. Parents of children who regularly soil themselves will be required to provide a change of clothes in a named bag on a daily basis. Parents will be supported with toilet training by school staff, health visitor and/or the school nurse. The school will be responsible for providing gloves, plastic aprons, a bin and liners to dispose of any soiled nappies on site.

Pupils outside of the Early Years Foundation Stage who require regular assistance with personal care have written Individual Support Plans (ISP), health care plans or personal care plans agreed by staff, parents/carers and any other professionals actively involved, such as school nurses or physiotherapists.

Ideally, the plan should be agreed at a meeting at which all key staff and the pupil should also be present wherever possible/appropriate. Any historical concerns (such as past abuse) should be taken into account. The plan should be reviewed as necessary, but at least annually, and at any time of change of circumstances, e.g. for residential trips or staff changes (where the staff member concerned is providing personal care). They should also take into account procedures for educational visits/day trips.

Where a care plan or ISP is not in place, parents/carers will be informed the same day if their child has needed help with meeting personal care needs (e.g. has had an 'accident' and wet or soiled him/herself). Nappy changes will not be routine for pupils who are in the setting for 3 hours or less and should be based on the needs and comfort of the child. It is recommended practice that information on intimate care should be treated as confidential and communicated in person at handover or by telephone. Parents of pupils in Early Years will be asked to sign a permission form for intimate care that covers that year. (Appendix 1)
Irrespective of the length of a session, any child requiring changing will be supported promptly to protect comfort, dignity and hygiene.

In relation to record keeping, a written record will be kept in a format agreed by parents and staff every time a child has an invasive medical procedure, e.g. support with catheter usage (see afore-mentioned multi-agency guidance for the management of long term health conditions for children and young people). Accurate records will be kept when a child requires assistance with personal care; these can be brief but should, as a minimum, include full date, times and any comments such as changes in the child's behaviour. It should be clear who was present in every case. (Appendix 2) These records will be kept in the personal care file alongside the first aid file.

All pupils will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each individual pupil to do as much for his/herself as possible. Staff must be fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate. Training is provided where necessary for relevant staff. Every child's right to privacy and modesty will be respected. Careful consideration will be given to each pupil's situation to determine who and how many carers might need to be present when s/he needs help with intimate care.

An Early Years Foundation Stage Permission Form for Personal Care is in place in Nursery and reception. Where this is signed by a parent then only 1 adult is needed to carry out personal care. (Appendix 3) An individual member of staff should inform another appropriate adult when they are going alone to assist a pupil with personal care. For children in key stage 1 and 2 who have soiled themselves and do not have a plan in place, there must be 2 members of staff to change them. If a plan has been agreed and signed by

parents, staff, and child if appropriate, it is acceptable to have one assistant unless there are implications regarding safe handling. Two persons are required to assist if a hoist is being used. In this case, the second person should be identified and made known to the child and parents. Adults who assist pupils with intimate care must not be volunteers; therefore, they will have usual range of safer recruitment checks.
Staffing arrangements above will be interpreted alongside an individual safeguarding and care risk assessment; additional adults will be used when required for safety, moving and handling or a child-specific plan. Routine personal care does not automatically require two adults.

Health & Safety guidelines should be adhered to regarding waste products, regular collection of clinical waste is undertaken and the appropriate receptacles must be used. If waste product bags are to go in a nappy bin with liner, then these only need single bagging. Any bagging of clothes etc. should be double bagged. No member of staff will use a mobile phone, camera or similar device whilst providing intimate care.

Child Protection

1.4 Safeguarding, concerns and reporting

Staff must promptly report and record unexplained marks, injuries, unusual reactions, disclosures, concerns about staff conduct or allegations in accordance with the school's Safeguarding and Child Protection Policy and procedures for allegations against adults. They must not investigate concerns themselves. Care records must be factual, securely stored and shared only with those who need the information to safeguard or support the child.

The Governors and staff at this school recognise that pupils with special needs and who are disabled are particularly vulnerable to all types of abuse. The school's child protection procedures will be adhered to. From a child protection perspective, it is acknowledged that intimate care involves risks for children and adults as it may involve staff touching private parts of a pupil's body. In this school best practice will be promoted and all adults (including those who are involved in intimate care and others in the vicinity) will be encouraged to be vigilant at all times, to seek advice where relevant and take account of safer working practice. Where appropriate, pupils 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 pupil's presentation, e.g. unexplained marks, bruises, etc s/he will immediately report concerns to the Designated Safeguarding Lead. A clear written record of the concern will be completed and a referral made to Children's Services Social Care if appropriate, in accordance with the school's child protection procedures.

If a pupil becomes unusually distressed or very unhappy about being cared for by a particular member of staff, this will be reported a Designated Safeguarding Lead. The matter will be investigated at an appropriate level (usually the Headteacher) and outcomes recorded. Parents/carers will be contacted as soon as possible in order to reach a resolution. Further advice will be taken from outside agencies if

necessary. If a pupil, or any other person, makes an allegation against an adult working at the school this will be reported as per the schools safeguarding policy. Similarly, any adult who has concerns about the conduct of a colleague at the school or about any improper practice will report this to the Headteacher or to the Chair of Governors, in accordance with the child protection procedures and 'whistle-blowing' policy.

Medical Procedures

Pupils who are disabled might require assistance with invasive or non-invasive medical procedures. These procedures will be discussed with parents/carers, documented in the health care plan or IEP and will only be carried out by staff who have been trained to do so. It is particularly important that these staff should follow appropriate infection control guidelines and ensure that any medical items are disposed of correctly. Any members of staff who administer first aid should be appropriately trained. If an examination of a child is required in an emergency aid situation it is advisable to have another adult present, with due regard to the child's privacy and dignity.

Implementing this policy in school

This document covers a number of possible scenarios that may occur in our school:

1. A child requires regular support with dressing and/or toileting and has a Personal Care Needs Plan.
2. A child does not require regular support with toileting but 'has an accident' in school – is wet (urine) and/or soiled (faeces).

Scenario 1: child requires regular dressing and/or toileting support

The school is aware that children with special needs or medical/physical needs may have additional vulnerabilities that must be considered when drawing up care plans for them as individuals. Any child requiring regular dressing and/or toileting support outside of the Early Years Foundation Stage will have a Personal Intimate Care Plan, which will be agreed and signed by the parent/carer. This plan will outline who is responsible for supporting the child, where the support will take place, the procedure to be followed on every occasion, the resources required for the task, responsibilities for supplying these resources and any training received or required. This plan allows school and parents to be aware of the complete procedure surrounding the task from the outset. A record of 'changing' will also be kept. Although there may be specific requirements as reflected in individual Personal Care Needs Plans there is a general toileting procedure that staff at school will follow.

- Staff will always wear a single use disposable apron and gloves when carrying out the support.
- Any wet or soiled waste e.g. pads, wipes and gloves will be placed in a polythene waste disposal bag and sealed.

- The bag will then be placed in a bin (with a liner) specifically allocated for this purpose.
- This bin will be collected on a weekly basis as part of the usual refuse or sooner if required. Soiled or wet clothing will be placed in a plastic bag and sealed.
- At the end of the school day, staff will discreetly pass this over to parents/carers when collecting their child and verbally give details of the circumstances.

Scenario 2: Child not requiring regular dressing and/or toileting support

In the event of a child becoming wet or soiled i.e. 'having an accident' in school, staff will quickly assess what actions need to be taken as below:

- If the child is wet and/or slightly soiled, a member of staff will discreetly escort the child to the nearest 'accessible' toilet where there is more space to carry out the support task.
- Staff will support changing of clothing where necessary and will initially encourage the child to clean themselves with wipes.
- However, they may support the cleaning/wiping process if the child is unable to do this or is distressed.
- At the same time a member of staff will action the school's procedure to clean any waste from the classroom area.

In both of the above cases, staff will carry out the procedures following health and safety guidelines e.g.

- Using gloves and aprons.
- Soiled or wet clothing will be placed in a plastic bag and sealed.
- At the end of the school day staff will discreetly pass this over to parents/carers when collecting their child and verbally give details of the circumstances

Off-site trips and visits

1.5 Staffing, training and recording

The number of adults supporting personal care will be determined by the child's individual needs, safeguarding and moving-and-handling risks, and any agreed care plan or risk assessment. Two adults are not automatically required for every procedure; where one adult provides care, another appropriate staff member should know where the care is taking place and be available to assist. Staff will receive appropriate induction, refresher and child-specific training, including moving and handling where required. Records will identify the date, time, nature of care, staff involved, relevant observations and any concerns or communication with parents; storage and access will follow school confidentiality procedures. Where a child has a Personal Care Needs Plan, consultation with colleagues should take place where any deviation from arrangements is anticipated e.g. on a school trip or visit as the same standard and level of facilities may not be available off site. Any deviation from the agreed plan will be documented and reported.

Appendix 1

Personal Care Plan

Additional information to record in each plan: child's views and preferred communication; sensory needs; independence goals; triggers for distress and agreed calming strategies; equipment and accessibility; staffing and safeguarding arrangements; parent/carer communication; review date and circumstances triggering an earlier review.

Name of child:	
Class:	
Area of need:	
Name of person(s) responsible for changing:	
Details of assistance needed:	
Responsibility for supply of resources:	
Frequency of support/staff authorised to carry out plan:	
Location of toilet:	
Liaison with parents/methods of communication:	
Staff training needs:	
Strategies to support independence:	
Review Date:	

If the child is unduly distressed, a member of staff will contact the parent/carer. If the above named member of staff is not available due to illness or staff training, then another person, familiar to the child will attend to the child's needs.

Parent signature: Staff signature: Date:

Appendix 2

Child's Full Name	Class and Year	Day and Date	Action Taken	Staff Name	Staff Signature
Anne Example	Orange Year 1	Monday 09/09/2022		Staff One	S One
				Staff Two	S Two

Appendix 3:

Permission Form for Personal Care

Dear Parents

If a child wets or soils themselves whilst they are in school, it is important that measures are taken to have them changed and if necessary, cleaned as quickly as possible. Our staff are experienced at carrying out this task if you wish them to do so or, if preferred, the school can contact you or your emergency contact who will be asked to attend without delay.

Gosforth Park First School has a Personal Care Policy, which is available to view on our website.
Please fill out the permission slip below stating your preference.

Yours sincerely

Mrs Lamb

Headteacher

.....

.....

Consent for Personal Care

If consent is withheld, school will discuss an individual arrangement with parents/carers. Staff will still respond appropriately to any immediate welfare, hygiene or safeguarding need and will follow safeguarding procedures where necessary.

Name of Child..... Class.....

Please tick as appropriate

☐ I give consent for my child to be changed and cleaned if they wet/soil themselves whilst in the care of Gosforth Park First School.

☐ I do not give consent for my child to be changed and cleaned if they wet or soil themselves. The school will contact me or my emergency contact and I will organise for my child to be cleaned and changed. I understand that in the event that I or my emergency contact cannot be contacted, the staff will act appropriately and may need to come into some level of physical contact in order to aid my child.

Signature of Parent/Carer.....

Date……

Supporting Document

Supporting with Personal Care

This form can be used to address specific concerns/challenges

Child's name: DOB:

Date:

Staff helping you with personal care will:

- Stop what they are doing to help you as soon as you communicate you need support
- Treat you with respect and ensure privacy and dignity at all times
- Ask permission before touching you or your clothing
- Check that you are as comfortable as possible, both physically and emotionally
- Ensure communication is positive and focused on you and your needs

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 as soon as possible that I will need support so that you can be available and be prepared to help me
- I will try to follow my agreed-upon support plan if I have one
- I will work with you to ensure my needs are met
- I will communicate with you or other trusted adults if I feel uncomfortable or embarrassed at any time

We will review this agreement on: