



# **Personal Care Policy**

## **2025**

Policy Author:	Mrs Purdy Marr, Deputy Headteacher
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Date approved by Governors:	
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### **Introduction**

The Personal Care Policy has been developed to safeguard children and staff. It applies to everyone involved in personal care for children and young people (CYP) in this setting.

### **Definition of Personal Care**

Personal care is usually accepted to describe the care and support provided to CYP related to washing, dressing, eating, drinking, toileting, menstrual care and other hygiene needs. This also includes the care and cleaning of the relevant space and equipment used in providing personal care.

The personal care needs of CYP may change over time and are dependent on age and developmental stage.

Some CYP may have medical or health needs which require support to be provided at their White Mere Community Primary School. Meeting these needs will be addressed through separate procedures and policy.

### **Aims**

The aims of this policy are:

- To safeguard the dignity, rights and well-being of CYP, ensuring that all care is provided in the best interests of CYP
- To ensure that all staff follow best practice when providing personal care

### **Principles**

To ensure that all CYP receives high-quality care White Mere will apply the following principles:

- All CYP have the right to be treated as individuals
- All CYP have the right to remain healthy
- All CYP have the right to privacy, dignity and a professional approach from all staff when meeting their needs
- All CYP have the right to information and support that will enable them to make informed and appropriate choices
- All CYP have the right to be accepted for who they are without regard to age, gender, ability, race, culture or beliefs
- All CYP (and parents/carers) have the right to information and procedures for any complaint or queries they may have regarding personal care

### **Our Approach to Best Practice**

The management of all CYP with personal care needs will be carefully planned, with individual needs considered. Staff who provide personal care are trained to do so (including safeguarding, code of conduct and positive handling) and are fully aware of best practice. Suitable equipment and facilities will be provided to meet needs where appropriate. Advice will be sought from occupational therapists, physiotherapists and other specialists as required. Staff will be provided with training specific to the needs of the individual when this is required.

Staff will promote independence and support CYP to be an active part of their personal care routine, encouraging each individual to do as much for themselves as appropriate. For example, this may mean giving the child or young person responsibility for washing themselves.

Where appropriate or where best practice requires, personal care plans will be drawn up for particular individuals reflecting their specific needs and circumstances.

The number of adults required to provide support will be determined by the individual needs of the child or young person. Where support is provided on a 1:1 basis, the school will ensure all safeguarding protocols are met.

Prior to out of school trips and residential, the school will create a personal care plan for the specific needs of any child who needs this whilst out of the school premises. This plan will be discussed with the child before the event.

Positive engagement with the process is necessary. If a child or young person shows any sign of reluctance or distress, the personal care procedures will be paused until they are calm and regulated. This may mean not carrying out the personal care intervention at the allocated time or having to pause during the process to allow the child or young person to calm and settle. Ensuring that they are calm and positively engaged with the process of personal care will support positive outcomes for the child or young person.

If a child or young person is hurt accidentally, they should be immediately reassured and the adult should check that they are safe. The incident should be reported immediately to the headteacher/designated safeguarding lead (DSL) and the information recorded.

If any adults providing personal care are concerned about a child or young person's reactions or responses during personal care, or are concerned that they may have misunderstood or misinterpreted an action or instruction, this should be recorded and reported immediately to the headteacher/DSL.

### **Partnership Working**

As with all other aspects of a child or young person's education, we will seek to work in partnership with parents and carers. Personal care will not be carried out without consultation with parents and carers and an open dialogue will be nurtured between school and home should the needs of the CYP change or need to be adapted.

Personal care information will be shared confidentially using the White Mere Community School system.

### **Personal Care Plan**

The plan will take into account the child or young person's preferred method of communication and other information which will support CYP to be fully involved in the personal care process.

### **Whole School Implications**

The plan will be signed by all who contribute and will be reviewed on an agreed basis. In developing the plan, the following will be considered:

- The importance of working towards independence
- Arrangements for home-school transport, sports day, school performances, examinations, school trips, swimming, etc
- Ensuring that there are sufficient resources
- Identification of staff who can support the child or young people with personal care, ensuring cover for absence etc

### **Learning Environment**

The plan will consider:

- The child or young person's seating arrangements in class
- A system for the child or young person to leave class without disruption to the lesson
- Avoidance of missing the same lesson due to care routines
- Awareness of a child or young person's discomfort which may affect learning
- Implications for physical education – for example: discreet clothing, additional time for changing
- Strategies for dealing with pressure from peers – for example: teasing or bullying

### **Partnership Working**

The school will maintain positive working relationships with agencies - working together in the best interests of CYP.

### **The Protection of Children and Young People**

Safeguarding procedures will be adhered to at all times. All CYP will be taught personal safety skills carefully matched to their level of ability, development and understanding. If a member of staff has any concerns about physical changes in a child or young person's presentation, for example - marks, bruises, soreness etc. they will immediately report concerns to the appropriate headteacher/designated person for safeguarding (DSL).

If a child or young person becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be investigated 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 issues are resolved so that the child or young person's needs remain paramount.

Further advice will be taken from outside agencies if necessary. If a child or young person makes an allegation against a member of staff, all necessary procedures will be followed.

### **Relevant Policies**

This policy will be read in conjunction with the following policies:

- Accessibility
- Safeguarding and child protection
- Health and safety
- Moving and handling
- Supporting pupils with medical conditions at school
- Anti-bullying
- SEND

### **Supportive Resources**

1. Supporting document: Permission for schools to provide personal care (school/parents)
2. Supporting document: Supporting with personal care. (school/CYP)
3. Supporting document: Toilet management plan (school/CYP)

**Appendix 1: Parent/Carer Form**



**PERMISSION FOR SCHOOLS TO PROVIDE PERSONAL CARE**

<b>Child's forename:</b>		<b>Child's surname:</b>	
<b>Date of birth:</b>		<b>Male/Female:</b>	

*I agree to:*

- The school to providing appropriate personal care support for my child
- Advise the school of any existing or new medical or health care need that my child has which may affect the provision of personal care
- Continue to liaise with school regarding the sharing of information and reviewing of the plan

Nature of care required:

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<b>Name of parent/carers:</b>		<b>Parent/carers name:</b>	
<b>Address:</b>		<b>Address:</b>	
<b>Relationship to child:</b>		<b>Relationship to child:</b>	
<b>Signature:</b>		<b>Signature:</b>	
<b>Date:</b>		<b>Date:</b>	

## **Appendix 2: School/CYP Form**



### **SUPPORTING WITH PERSONAL CARE**

*This form can be used to address specific concerns/challenges*

**Child's name:**

**DOB:**

**Date:**

**School:**

**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 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

**Appendix 3: School/CYP Form**



**TOILET MANAGEMENT PLAN**

Child's name: \_\_\_\_\_

D.O.B: \_\_\_\_\_

Name(s) of support staff involved: \_\_\_\_\_

Area of need:

Equipment/resources required: \_\_\_\_\_

Location of suitable toilet facilities: \_\_\_\_\_

Support required: \_\_\_\_\_

Frequency of support: \_\_\_\_\_

Review date: \_\_\_\_\_

Parent/carer: \_\_\_\_\_

Child (if appropriate): \_\_\_\_\_

Staff/role: \_\_\_\_\_

Date: \_\_\_\_\_