



The Orchards

Personal Care Policy

Policy Version			
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20/11/2018	1		HOB

This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

The Dunham Trust's Vision, Aims and Ethos

Together we will
Challenge the ordinary
Promote individuality
Be advocates for change

Across our schools we encourage cross-collaboration and the sharing of best practice. We believe that we are able to help our schools and their young people to aspire to, and achieve, success. We are committed to ensuring that every child and young person has a pathway to succeed and that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen and contribute to the local community
- celebrates the individual

The Dunham Trust aims to contribute positively to the self-improving school-led system in education across this locality. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. There is both the expectation and opportunity for collaboration across individual Trust schools.

The five schools in The Dunham Trust are:

Acre Hall Primary School
Barton Clough Primary School
Elmridge Primary School
The Orchards Special School
Lime Tree Primary Academy

The Dunham Trust is a growing Trust with very clear educational aims and expectations. One of The Trust's primary aims is to transform the schools within The Trust into sustainable learning communities. We want to create a community of good and outstanding schools with the highest aspirations. The skills and expertise that exist within The Trust will ensure that our academies and young people aspire to, and achieve, success. We achieve this through a well-structured School Improvement Programme which is supported by The Trust's two Teaching Schools.



Rationale

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. There are also duties and responsibilities in relation to the Equalities Act 2010 which requires that any pupil with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against. In meeting a child's personal care needs it must be recognised that staff will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust. Staff will work in close partnership with parent/carers and other professionals to share information and provide continuity of care.

The following are the fundamental principles upon which the school practice is based:

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own personal care to the best of their abilities.
- Every child has the right to express their views on their own personal care and to have such views taken into account.
- Every child has the right to have levels of personal care that are as consistent as possible.

Definition

Personal care can be defined as any care which involves washing, touching or carrying out a procedure to personal personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing. It also includes supervision of pupils involved in personal self-care.

Aims

- To ensure that all personal care needs for pupils is carried out in lines with the agreed plans.
- To ensure that staff are aware of agreed practice and the planning process involved, and are able to implement them.
- To ensure that where possible all personal care plans are written involving the pupil, family and agencies involved.

Agreed Practice

All Pupils who require regular assistance with personal care have written 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 relevant, it is good practice to agree with the pupil and parent's /carers appropriate terminology or sign for private parts of the body and functions and this should be noted in the plan.

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 who provide personal care are trained in personal care (e.g. health and safety training in moving and handling) according to the needs of the pupil. Staff should be fully aware of best practice regarding infection control, including the requirement to wear the correct PPE.

Staff will be supported to adapt their practice in relation to the needs of individual pupils taking into account developmental changes such as the onset of puberty and menstruation.

There must be careful communication with each pupil who needs support with personal care in line with their preferred means of communication (verbal, symbolic etc.) to discuss their needs and preferences. Where the pupil is of an appropriate age and level of understanding permission should be sought before starting an personal procedure.

Staff who provide personal care should speak to the pupil personally by name, explain what they are doing and communicate with all children in a way that reflects their ages.

An individual member of staff should inform another appropriate adult when they are going alone to assist a pupil with personal care.

The religious views, beliefs and cultural values of children and their families should be taken into account and accommodated by school where possible, particularly as they might affect certain practices or determine the gender of the carer.

Whilst safer working practice is important, such as in relation to staff caring for a pupil of the same gender, there is research (1*) which suggests there may be missed opportunities for children and young people due to over anxiety about risk factors; ideally, every pupil should have a choice

regarding the member of staff. There might also be occasions when the member of staff has good reason not to work alone with a pupil. It is important that the process is transparent so that all issues stated above can be respected; this can best be achieved through a meeting with all parties, as described above, to agree what actions will be taken, where and by whom.

Adults who assist pupils with personal care should always be employees of the school, not students or volunteers, and therefore have the usual range of safer recruitment checks, including enhanced DBS checks.

All staff should be aware of the school's confidentiality policy. Sensitive information will be shared only with those who need to know.

No member of staff will carry a mobile phone, camera or similar device whilst providing personal care.

Additional Care Needs

Pupils who require physiotherapy whilst at school should have this carried out by a trained physiotherapist. If it is agreed in the IEP or care plan that a member of the school staff should undertake part of the physiotherapy regime (such as assisting children with exercises), then the required technique must be demonstrated by the physiotherapist personally, written guidance given and updated regularly. The physiotherapist should observe the member of staff applying the technique.

Under no circumstances should school staff devise and carry out their own exercises or physiotherapy programmes.

Any concerns about the programme or any failure in equipment should be reported to the physiotherapist.

Pupils might require assistance with invasive or non-invasive medical procedures such as the administration of rectal medication, managing catheters or colostomy bags. These procedures will be discussed with parents/carers, documented in the education health care plan 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 in accordance with national standards for schools. 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.

Polices which directly relate to the Personal Care Procedures

- 'Safeguarding Policy including 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 Policy
- ‘Manual Handling’ procedures

Monitoring of the Procedure

Procedure Aim	Outcome Required	Monitored by	Reported to
To ensure that all personal care needs for pupils is carried out in lines with the agreed plans.	Plans are in place for all pupils who are identified as needing personal care and are updated annually in September by class teachers and updated in the year if additional changes are required e.g. to toilet programmes	Senior Leadership to review personal care plans termly	HOS termly via Senior Leadership meetings.
To ensure that staff are aware of agreed practice and the planning process involved, and are able to implement them.	All staff have access to all school documents and related policies and procedures All staff have been given training in order to implement a child’s personal care plan.	Senior Leaders to ensure all staff through training are fully aware of the school procedures	HOS termly via Senior Leadership meetings.
To ensure that where possible all personal care plans are written involving the pupil, family and agencies involved.	Plans are shared and those involved sign to acknowledge agreement with the plan	Senior Leaders to review plans with regards to who has been involved in its creation.	HOS termly via Senior Leadership meetings.

This policy is due for review September 2019