



# **ROWHILL SCHOOL PERSONAL CARE POLICY**

<b>Head Teacher</b>	<b>Geoff Bartrum</b>
<b>Chair of Governors</b>	<b>Stephen Jefferys</b>
<b>Policy ratified</b>	<b>March 2020</b>
<b>Policy Review</b>	<b>March 2022</b>

**Rowhill School**  
**Personal Care Policy**

**1 Introduction**

Rowhill School aims to provide an environment in which the pupils are supported with their personal care needs and encouraged to become as independent as possible.

A significant number of pupils require assistance with personal care and toileting management, Rowhill School we have a duty to provide clear guidelines in order to avoid causing anxiety to pupils, their parents / carers and staff.

These guidelines provide clear principles and guidance on the issue of supporting personal care needs with specific reference to toileting.

**Basic Principles**

- x Pupils have a right to feel safe and secure
- x Pupils should be respected and valued as individuals
- x Pupils have a right to privacy, dignity and a professional approach from staff when meeting their needs x pupil's personal care plan should be designed to lead to independence

Where a routine procedure needs to be established, then there should be an agreed health care plan involving discussion with school staff, parents / carers, relevant health personnel and the pupil. All parties should sign the plan The plan must be reviewed on a regular basis.

**2 Definition of Personal Care**

Personal care encompasses areas of physical care that most are able to carry out by themselves but some require support.

Pupils may require assistance with dressing and toileting. In some cases care of colostomybags, ileostomy bags, stoma buttons or managing catheters. Changing of continence products and sanitary protection.

This policy is to ensure good practice and practical experience of dealing with pupils with high level of needs.

**3 Aims**

- x To safeguard the rights and well-being of pupils
- x To provide guidance and reassurance to staff.
- x To assure parents / carers that staff are knowledgeable about personal care and toileting, and that their individual concerns are taken into account.
- x To work closely with parents/ carers, The information required by the school to make the process of intimate care as comfortable as possible is available from the parents / carers. Regular consultation and information sharing is essential
- x Personal care, especially toileting and toilet training can take time. All pupils should be treated as individuals and their needs assessed individually. We need to be sensitive to the medical conditions which underpin the needs of our pupils leading them to require assistance.

#### **4 Conditions and Disabilities**

There are various medical conditions and disabilities which can have an effect on a pupil's ability to support their continence and personal care.

Some pupils with physical disabilities/long-term medical conditions may also have difficulties with bowel and/or bladder control:

Crohn's Disease	an inflammatory bowel disease characterised by severe chronic inflammation of the intestinal wall or any portion of the gastrointestinal tract.
Hirschsprung's Disease	a rare disorder of the bowel, the symptoms of which can include constipation, distension of the bowel and vomiting.
Imperforate Anus	a congenital abnormality in which the anus is not fully formed.
Irritable Bowel Syndrome	a bowel condition characterised by abdominal pain and by wide variations in the frequency and predictability of bowel movements.
Spina Bifida	The incomplete development of the spinal column which can cause difficulties with bladder and bowel control

Other pupils with global developmental delay and/or disabilities of a neurological nature may either lack the cognitive ability to learn to become continent or have an insufficiently mature neurological system.

Pupils with autism can experience difficulties with continence. For these pupils, establishing an appropriate toileting routine early in childhood is essential.

In adopting this consistent approach to continence management, the following outcomes should be delivered:

- Most pupils will be able to achieve an acceptable level of continence
- Pupils for whom continence is not currently achievable will have healthy bladder and bowels
- Any products supplied to a pupil will be appropriate to their needs as determined by an assessment and regularly reviewed
- Pupils with any underlying pathology will be identified and supported in being referred for further investigation and treatment
- Pupil's continence will be actively promoted in a consistent manner and the level of understanding amongst pupils, parents / carers and practitioners will be increased

#### **5 Advice and Support**

Guidance and information for families is essential whether or not the pupil is in receipt of continence products.

Toileting programmes –will be based on a checklist assessment to identify when a pupil is ready to commence a toileting programme. This assessment will usually be undertaken by the Class Team. The key to a successful toileting programme will be commitment from families and others with whom the pupil is in regular contact which will be documented on the pupil's Health Care Plan (HCP).

Training/Awareness Raising – training will be provided for key staff so that they can promote and identify when pupils are ready for a toileting programme. These staff have an essential role in encouraging parents / carers to believe that their child can be continent and that reliance on products is not the answer for most pupils.

Schools are required to comply with section 175 of the Education Act 2002, which require that the safety and welfare of pupils is promoted.

It is essential that the adult who is going to change the pupil informs the teacher/ other member of staff that they are going to do this. There is no written legal requirement that two adults must be present.

We must also take into account the wishes of the pupil if they have the capacity to make decisions around their toileting.

## **6. Good Practice Guidance**

Personal care may involve touching intimate areas of the pupil's body and may leave staff 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.

Wherever possible, staff should work with pupils of the same sex in providing personal care.

### **Positive approaches to personal care which ensure a safe and comfortable experience for the pupil.**

- x Agree terminology for parts of the body and bodily functions that will be used by staff and encourage pupils to use these terms appropriately.
- x Give strong clues that enable the pupil to anticipate and prepare for events e.g. show the clean nappy/pad to indicate the intention to change, or the sponge / flannel for washing.
- x Provide facilities that afford privacy and modesty.

## **Partnership working**

### **Parents/Carers**

- x It should be agreed with the parents/carers that the pupil should be changed at the latest possible time before arriving at school
- x Parents/carers to provide spare nappies, wet wipes and a change of clothes
- x Parents/carers to inform school should the pupil have any marks/rashes
- x Agreement with the parents/carers how often the pupil should routinely be changed
- x Parents / carers to agree to encourage the pupil's participation in toileting procedures wherever possible

### **The School**

- x Change the pupil should they soil or become wet
- x Agree with the parents / carers how often the pupil is changed in a school day
- x Review arrangements regularly with the parents / carers
- x Report to the Leadership Team should the pupil become more distressed than normally, whilst having their toileting needs addressed, or if marks/ rashes are seen
- x If any marks / rashes are seen, a body map is to be completed and parents / carers contacted. x
- Take appropriate action to respect any cultural practices of the family
- x Where appropriate the school will agree a toilet training programme to support parents / carers who are trying this at home.

### **Implications for learning**

These are not always immediately obvious but may include:

- x It is difficult to sit still if you need to go to the toilet
- x A pupil with a continence difficulty may be experiencing tummy pain or discomfort
- x Concentration and general well-being could be affected as a result of these problems x  
It may be necessary to monitor fluid intake, or indeed, give extra fluid

### **Agreed Protocol**

If a pupil requires toileting or changing the following protocols should be followed:

- x If a pupil wets or soils themselves they will be attended to in the personal care room/ toilets
- x Staff involved in this procedure will be expected to wear disposable gloves and aprons. There must be no re-use of disposable gloves and aprons.
- x Wet or soiled nappies will be double wrapped and disposed of in the specifically provided bins
- x Gloves and any items used for cleaning the changing area will be disposed of via the normal domestic routes.
- x Wet or soiled underwear/clothing will be returned to parents / carers. Temporary storage of these will be in the designated changing area prior to the pupil being collected at the end of the school day.
- x The changing area will be cleaned after use. Supplies of suitable cleaning materials must be available. Anti-bacterial spray / wipes should be used to clean surfaces. The latest infection control advice for cleaning specialist equipment should be followed.
- x Hot water and liquid soap will be available to wash hands as soon as the task is complete. Handwashing must be done thoroughly.
- x Paper towels will be available for drying hands.
- x Speak to the pupil at all times and let them know what you are doing
- x If it is possible stand the pupil up to change them, if a pupil's mobility prevents them from being able to stand a suitable changing bed should be available
- x Training should be given to staff to ensure the correct storage and fitting of continence products.
- x Provide facilities that promote dignity and privacy, e.g. separate toileting and changing facilities for boys and girls or at least screening.
- x All staff should knock prior to entering the personal care room.
- x When changing a pupil and hoisting is required there should be two staff assisting the pupil.
- x Personal care rooms should not be locked and engaged signs should be used to indicate the room is in use. x

There should be sufficient space, heating and ventilation to ensure safety and comfort for pupils and staff. x

Keep records of toileting

x A secure cupboard is required for storing medical supplies for certain procedures x

Agreed toileting management plan with parents / carers

x Consideration should be given to individual pupil needs when changing for PE providing privacy where required for pupils wearing continence products and ensuring clothing is both discreet and appropriate to ensure pupil dignity.

x Photography is not permitted in sensitive areas for example, PE changing room, toilets, personal care rooms, swimming changing areas.

x Mobile phones and personal devices are not permitted to be used in specific areas within the school site for example, changing rooms, toilets, personal care rooms, Early Years Classrooms and swimming pools.

x All Class teams are expected to sign a register to confirm that they have read and understood the Personal Care Policy.

**7. Links with other agencies**

Pupils may be known to a range of other agencies. It is important therefore that positive links are made with all those involved in the care or welfare of individual pupils. This will enable school based plans to take account of the knowledge, skills and expertise of other professionals and will ensure the pupil’s well-being and development remains the focus of concern.

Relevant agencies may include: x School Nursing Service

- x Nurse Specialist (Children’s Bladder and Bowel)
- x Hospital based Paediatric Services
- x Community Specialist Health Services
- x Hospital based Specialist Health Services
- x General Practitioners

**8. Insurance**

These guidelines aim to manage risks and ensure that staff do not work outside the remit of their responsibilities. It is essential that all staff follow the advice set out in these guidelines and take all reasonable precautions to prevent or minimize accident, injury, loss or damage. It is of particular importance with regard to:

- x Staff training – including updates as appropriate
- x The recording of activities
- x Consent being obtained from parents / carers
- x The Health Care Plan being written and signed by parents / carers
- x The Health Care Plan being monitored / reviewed
- x The presence of two adults when invasive procedures are performed unless the parents have agreed to the presence of one adult only

**Date: Autumn 2019**

**Review Date: Summer 2020**

**Signed by Chair of Governors: ~~~~~ Signed by Headteacher: ~~~~~.**

I agree to the policy and give Rowhill staff permission to support the toilet training of my child.

Name of child ~~~~~Class~~~~~

Signed~~~~~.Print Name~~~~~

Date~~~~~.Relationship to child~~~~~..

## Toileting Care and Learning

Name of pupil: \_\_\_\_\_

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

Date of next review: \_\_\_\_\_

Awareness					
Tasks for care and learning	Independent (Please tick)	Learning target at home (Please tick)	Learning target at school (Please tick)	Dependent (at this time) (Please tick)	Comments
Knows when toilet is needed					
Indicates when toilet is needed					
Needs to be asked / reminded					
Needs to be reminded to go to the toilet at set times					
Needs to be taken to the toilet at set times					
Clothing needs to be changed					

Hand Washing					
Tasks for care and learning	Independent (Please tick)	Learning target at home (Please tick)	Learning target at school (Please tick)	Dependent (at this time) (Please tick)	Comments
Remembers					
Uses Soap					
Uses taps					
Washes hands adequately					
Dries hands on towel / hand-drier					

<b>Toileting</b>					
<b>Tasks for care and learning</b>	<b>Independent (Please tick)</b>	<b>Learning target at home (Please tick)</b>	<b>Learning target at school (Please tick)</b>	<b>Dependent (at this time) (Please tick)</b>	<b>Comments</b>
Locks / shuts cubicle door					
Pulls down underwear					
Gets on toilet					
Urinate					
Empties bowel					
Sits for a nominated time					
Cleans self using paper					
Gets off toilet					
Knows when wet / soiled					
Knows that pad needs to be changed					
Removes wet / soiled clothing					
Cleans skin					
Puts on clean clothing (as required)					
Finishes getting dressed					

---

**Other personal hygiene**

---

**Record of discussion with parents / carers**

Pupil Name:

Date of Birth:

Date agreed:

	<b>Details</b>	<b>Action</b>
<b>Working towards independence:</b> Such as taking pupil to toilet at timed intervals, using sign or symbol, any rewards used.		
<b>Arrangements for nappy / pad changing:</b> Such as who, where, arrangements for privacy		
<b>Level of assistance required:</b> Such as undressing, dressing, hand washing, talking / signing to pupil		
<b>Infection control:</b> Such as wearing disposable gloves, nappy / pad disposal		
<b>Sharing information:</b> Such as if the pupil has a nappy rash or any marks, any family customs / cultural practice		
<b>Resources required:</b> Such as special seat, nappies / pull-ups, creams, disposable sacks, change of clothes, toilet step, gloves		

Signed by Parent:	Signed by Key member of staff:
Date:	Date:
Date of next review:	