Personal Care Guidance

Including all children in schools, early year's settings, (including childminders) and out of school provision.

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. This is more likely to be successful if there is a clear, consistent policy that is understood by all members of staff.

We encourage the use of this guidance in Oxfordshire to support practitioners in the provision of personal care for children in the Early Years Foundation Stage (EYFS). The guidance is intended to be used by providers of early education and of childcare for older children, including schools and settings. We suggest that providers use the material to develop their own policy on personal care.

The EYFS Statutory Framework emphasizes 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.**

We hope that this guidance helps you to observe these principles for all children attending your school or setting. This should provide you with evidence for Ofsted that you offer fully inclusive provision.

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Personal Care Guidance

This guidance is to support practitioners in the provision of personal care for children in the Early Years Foundation Stage and in the production of their policy. It relates to 2, 3, 4 and 5 year olds in early education, including those in reception and to children in childcare from birth to 5 years. It may also be used by those who are working with older children in educational or childcare settings who continue to require support with personal care, including those with disability or Special Educational Needs.

Whenever we state parents in this document we are referring to parent and carers and when we refer to child or children we are referring to children 0 to 5 years.

Many childcare settings and mainstream schools are now admitting younger children and children with a development delay and complex needs.

Delayed continence is not necessarily linked with learning difficulties. Children are unique in their development, health and personal circumstances. It is right to expect that some children across the entire Early Years Foundation Stage, (and beyond) will be in nappies, or have occasional accidents, especially in the first few months after admission.

In Oxfordshire we will work to ensure that every child and young person can easily access care, play and learning experiences in our schools, children centres, day care settings, preschools and out of school settings.

Several nationally and internationally approved documents must inform our practice:

The convention on the Rights of Child states that all children are entitled to:

- Privacy. (article 16)
- Good quality health care. (article 24)
- Those who have any kind of disability have the right to special care and support so that they can live full and independent lives. (article 23)

The Equalities Act of 2010 states that:

- Pupils must not be discriminated against by not making reasonable adjustments or refusing to admit.
- Schools must not victimise a pupil by not affording the pupil access to a benefit, facility or service, or treat them less favourably than other pupils.

Education providers have an obligation to meet the needs of the children with delayed self-care in the same way as they would meet the individual needs of a child with any other area of delay.

Asking parents to come and change their child could be challenged as being in direct contravention of the Equalities Act.

EYFS framework states that all children are able to take up their entitlement in a high quality setting. Evidence shows that higher quality provision has greater developmental 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 (3.1).
- Providers must take all necessary steps to keep children safe and well (3.2).
- It states that it 'seeks to provide: **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported'.
- Early Learning Goal 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 (3.60).
- 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 healthy 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 adjustments 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'."

Settings and Schools registered to deliver the EYFS already have Hygiene or Infection Control policies as part of their H &S policy. The same precautions will apply for nappy changing.

When considering your setting/ school procedures, dignity, privacy and liaison with parents are of key importance for all children. There will be considerable variation in their needs and wishes. The most important skill that staff can exercise is sensitive listening to parent's and children's views.

Consider the following in line with all the above legislation and guidance:

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.

Parents 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 managers 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 adjustments in their provision to accommodate those children or young people who need to have their nappies change 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 adjustments so that all children are allowed dignity and control in meeting their self-care needs.

The role of teachers

Qualified Teachers must to work according to Teachers Pay and Conditions 2014 and Teacher's standards which identify that a teacher is required to:

- Promote the safety and well-being of pupils.
- 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.

Personal and Professional Conduct
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect…
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;

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.

How do you ensure the health, safety and wellbeing of staff and children?

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to senior managers and/or parents/carers.
All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.
The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care

needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

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).

All documents, practice, individual care plans and guidelines will be reviewed regularly

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.

This policy is endorsed by Oxfordshire's Children, Education and Families' Directorate date 19/02/2016