

# Personal Care

**The need for personal care of a child or young person may occur from time to time in education settings.**

This guidance is for general purposes. Where regular, specialist care or equipment is needed this should be subject to an **EHC plan (see below)**.

The provision of personal care is routine in early years settings particularly for the youngest children.

It is also part of the routine care for some children and young people with a disability.

It is good practice to permit and promote the greatest level of self-care and independence for each child and young person.

Personal care issues should never be a barrier to a child attending any education setting.

## **Personal care includes:**

- Body bathing (including showering) other than to arms, face and legs below the knee
- Toileting and incontinence care
- Menstrual hygiene
- Dressing and undressing
- Application of medical treatment other than to arms, face and legs below the knee
- The safe disposal of pads/nappies and waste into appropriate bins

## **Children with Special Education Needs & Disabilities:**

Some pupils may require an Education, Health & Care (EHC) needs assessment ([Section 36 of the Children and Families Act 2014](#)) in order for the local authority to assess the need for provision in accordance with an EHC plan.

The Special Educational Needs Coordinator (SENCo) in a setting is responsible for over-seeing this area of work.

**Education settings with provision for children under five years old must ensure there are suitable hygienic changing facilities for children who are in nappies.**

**For further information about the 'Safeguarding and Welfare Requirements' for under 5's, go to Section 3:**

[Early Years Foundation Stage Framework 2017](#)

## **General principles for personal care:**

- Needs vary between individuals – personal care should always be provided sensitively
- Personal care is a 'regulated activity' – all staff designated to carry out this work should have all appropriate pre-employment and vetting (including DBS checks) completed and in place
- All staff involved in personal care should receive appropriate guidance & training
- This area of work should **never** be provided by volunteers
- Where possible the pupil should consent to the care being carried out
- The pupils preferences should be considered and their privacy, dignity and appropriate confidentiality seen as paramount
- Consider gender, religious & cultural issues
- Care should be provided at the point of need and undue delay should be avoided
- Where possible provide the pupil with supervision & guidance, intervening only where necessary or if the pupil asks for help
- Where concerns exist about staff vulnerability during personal care, a risk assessment should be completed and appropriate safeguards put in place

**Best practice is to assess the needs of the pupil on a regular basis.**

**Disabled children often receive intimate personal care, sometimes from a number of carers which may increase the risk of exposure to abusive behaviour. For more information go to: [NSPCC – Safeguarding deaf & disabled children](#)**

**Related early years policy on the Safeguarding Sheffield Children website: [Personal Care, March 17](#)**

**Related [education policies & procedures](#) on the Safeguarding Sheffield Children website:**

- First Aid and Medicines
- Behaviour guidelines for staff and volunteers,
- Vetting, Barring & Recruitment
- Showers & Changing Rooms