

The need for personal care of a child or young person will occur in education settings.

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 encourage and promote the greatest level of self-care and independence for each child and young person to ensure that their health, safety, independence and welfare is promoted and their dignity and privacy respected.

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

Personal care includes:

- Body bathing and showering
- Toileting, nappy change & incontinence care
- Menstrual hygiene
- Dressing and undressing
- Application of medical treatment
- The safe disposal of pads/nappies and waste

Disabled children often receive intimate personal care from a number of carers which may increase the risk of abusive behaviour. Further information about intimate care for disabled children: [Safeguarding deaf and disabled children, NSPCC](#)

Children with Special Education Needs & Disabilities (Gov.uk):

The local authority will assess if a child or young person needs an EHC plan.

The Special Educational Needs & Disabilities Coordinator (SENDCo) is responsible for overseeing this area of work & a plan should include the views of parents, carers and the pupil.

Further information in Sheffield can be found here:

- [SEN Disability Information & Support Service](#)

Settings with provision for children under five must ensure suitable hygienic changing facilities for children in nappies.

For further information about the EYFS 'Safeguarding and Welfare Requirements':

[Early Years Foundation Stage Framework 2017](#)

General principles for personal care:

- Needs vary between individuals –always provide sensitively
- 'Regulated activity' – all staff need pre-employment & vetting checks (including DBS checks) completed and in place
- All staff should have guidance & training
- Avoid any visually intrusive behaviour
- This work **must never** be done by volunteers
- Always explain what is happening before you begin & where possible obtain consent from the pupil to the care being carried out
- Always consult with colleagues if any variation from agreed care is necessary
- The pupils preferences should be considered and their privacy, dignity and appropriate confidentiality seen as paramount
- Arrangements should be open, transparent, fully recorded (including changes) signed by staff & shared with parents/carers
- Consider gender, religious & cultural issues
- Care should be provided at the point of need and undue delay should be avoided
- If encouraging self-care & independence only intervene if necessary or if pupil asks for help
- Personal care should be done by one visible & audible staff member with other staff nearby
- Where concerns exist about staff vulnerability during personal care, a risk assessment should be completed and appropriate safeguards put in place
- General supervision should be age & needs appropriate and sensitive to potential pupil embarrassment

All arrangements for personal care of pupils must be reviewed regularly with parents/carers and the pupil.

Safeguarding Sheffield Children website:

- [Personal Care, July 2018](#) (early years)
- Related [education policies, procedures & guidance](#)

See also:

- [Guidance for safer working practice for those working with children and young people in education settings, May 2019](#)