

Stanstead

Flying High Academy



Intimate Care Policy

September 2023

To be reviewed September 2024

We are committed to safeguarding and promoting the welfare of our children and expect all staff to share this commitment. Our Safeguarding and PREVENT policies are integral to all other policies and practice and form part of our school life. Our aim is to ensure our children are safe at all times.

The Governing Body of Stanstead Primary and Nursery School adopted this policy in the Autumn Term 2017. It will be reviewed every year or sooner if required by change in legislation.

1 Principles

1.1 The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children April 2018 and Keeping Children Safe in Education September 22. This policy gives effect to our duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by creating and maintaining a safe learning environment for children and young people.

1.2 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 intimate care needs is one aspect of safeguarding.

1.3 The Governing Body recognises its 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.

1.4 This intimate care policy should be read in conjunction with the schools' policies as below (or similarly named):

- safeguarding policy and 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 and Disability (SEND) policy plus
- Nottingham City Council guidance on moving and handling
- policy for supporting children with medical conditions

1.5 The Governing Body is committed to ensuring that all staff responsible for the intimate care of pupils will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.

1.6 We recognise that there is a need to treat all pupils, whatever their age, gender, disability, religion, ethnicity or sexual orientation with respect and dignity when intimate care is given. The child's welfare is of paramount importance and his/her experience of intimate and personal care should be a positive one. It is essential that every pupil is treated as an individual and that care is given gently and sensitively: no pupil should be attended to in a way that causes distress or pain.

1.7 Staff will work in close partnership with parent/carers and other professionals to share information and provide continuity of care.

1.8 Where pupils with complex and/or long term health conditions have an Individual Healthcare Plan (IHP) in place, the plan should, where relevant, take into account the principles and best practice guidance in this intimate care policy.

1.9 All staff undertaking intimate care must be given appropriate training if needed, for example, in moving and handling or physiotherapy.

1.10 This Intimate Care Policy has been developed to safeguard children and staff. It applies to everyone involved in the intimate care of children.

2 Child Focused Principles of Intimate Care

2.1 The following are the fundamental principles upon which the policy and guidelines are 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 intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.

3 Definition

3.1 Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate 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.

3.2 It also includes supervision of pupils involved in intimate self-care.

It may also involve:

1. Assisting a child to change his/her clothes
2. Changing or washing a child who has soiled him/herself
3. Assisting with toileting issues
4. Supervising a child involved in intimate self-care
5. Providing first aid assistance
6. Providing comfort to an upset or distressed child
7. Feeding a child
8. Providing oral care to a child

9. Assisting a child who requires a specific medical procedure and who is not able to carry this out unaided. In the case of a specific procedure only a person suitably trained and assessed as competent should undertake the procedure (e.g. the administration of rectal diazepam)

4 Best Practice

4.1 Pupils who require regular assistance with intimate care have IHPs or Intimate Care Plans (see Appendix 1) which have been 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 intimate care). They should also take into account procedures for educational visits/day trips. Any assistance with intimate care for these pupils will be recorded on their own 'Individual Intimate Care Record' (See Appendix 2)

4.2 Where relevant, it is good practice to agree with the pupil and parents'/carers appropriate terminology for private parts of the body and functions and this should be noted in the plan.

4.3 Where a care plan is not in place, parents/carers will be informed the same day if their child has needed help with meeting intimate care needs (e.g. has had an 'accident' and wet or soiled him/herself). It is recommended practice that information on intimate care should be treated as confidential and communicated in person, by telephone or by sealed letter, not through the home/school diary. Staff will also record this on the 'Class Intimate Care Record' (see Appendix 3)

4.4 In relation to record keeping, a written record should be kept in a format agreed by parents and staff every time a child has an invasive medical procedure, e.g. support with catheter usage (see aforementioned multi-agency guidance for the management of long term health conditions for children and young people).

4.5 Accurate records should be kept whenever a child requires assistance with intimate care; these can be brief but should, as a minimum, include full date, times and any comments such as changes in the child's behaviour. It should be clear who was present in every case. (See Appendix 2 and 3)

4.6 These records will be kept in the child's file or class file and available to parents/carers on request. (See Appendix 2 and 3)

4.7 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.

4.8 Staff should be fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate.

4.9 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.

4.10 There must be careful communication with each pupil who needs help with intimate 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 intimate procedure.

4.11 Staff who provide intimate 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.

4.12 Every child's right to privacy and modesty will be respected. Careful consideration will be given to each pupil's situation to determine who and how many carers might need to be present when s/he needs help with intimate care. SEN advice suggests that reducing the numbers of staff involved goes some way to preserving the child's privacy and dignity. Wherever possible, the pupil's wishes and feelings should be sought and taken into account.

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

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

4.15 Whilst safer working practice is important, such as in relation to staff caring for a pupil of the same gender, there is research¹ 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.

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

4.17 the school has specific guidance for nappy changing (See appendix 4).

4.18 The school has specific support for :

*assisting a child change his / her clothes

*Changing a child has soiled themselves

*Providing comfort or support to a child

(See appendix 5)

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

4.20 Health & Safety guidelines should be adhered to regarding waste products, if necessary, advice should be taken from the DCC Procurement Department regarding disposal of large amounts of waste products or any quantity of products that come under the heading of clinical waste.

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

5 Child Protection

5.1 The governors and staff at this school recognise that pupils with special needs and who are disabled are particularly vulnerable to all types of abuse.

5.2 The school's child protection procedures will be adhered to.

5.3 From a child protection perspective it is acknowledged that intimate care involves risks for children and adults as it may involve staff touching private parts of a pupil's body. In this school best practice will be promoted and all adults (including those who are involved in intimate care and others in the vicinity) will be encouraged to be vigilant at all times, to seek advice where relevant and take account of safer working practice.

5.4 Where appropriate, pupils will be taught personal safety skills carefully matched to their level of development and understanding.

5.5 If a member of staff has any concerns about physical changes in a pupil's presentation, e.g. unexplained marks, bruises, etc s/he will immediately report concerns to the Designated Lead for Child Protection. A clear written record of the concern will be completed and a referral made to Children's Services Social Care, if appropriate, in accordance with the school's child protection procedures. Parents/carers will be asked for their consent or informed that a referral is necessary prior to it being made but this should only be done where such discussion and agreement-seeking will not place the child at increased risk of suffering significant harm.

5.6 If a pupil becomes unusually distressed or very unhappy about being cared for by a particular member of staff, this should be reported to the class teacher or head teacher. The matter will be investigated at an appropriate level (usually the head teacher) and outcomes recorded. Parents/carers will be contacted as soon as possible in order to reach a resolution. Staffing schedules will be altered until the issue/s is/are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

5.7 If a pupil, or any other person, makes an allegation against an adult working at the school this should be reported to the head teacher (or to the Chair of Governors if the concern is about the head teacher) who will consult the Local Authority Designated Officer in accordance with the school's policy: Dealing with Allegations of Abuse against Members of Staff and Volunteers. It should not be discussed with any other members of staff or the member of staff the allegation relates to.

5.8 Similarly, any adult who has concerns about the conduct of a colleague at the school or about any improper practice will report this to the head teacher or to the Chair of Governors, in accordance with the child protection procedures and 'whistle-blowing' policy.

6 Physiotherapy

6.1 Pupils who require physiotherapy whilst at school should have this carried out by a trained physiotherapist. If it is agreed in the provision map 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.

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

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

7 Medical Procedures

7.1 Pupils who are disabled might require assistance with invasive or non-invasive medical procedures such as the administration of rectal medication, managing catheters or colostomy bags, or care for tracheostomies. These procedures will be discussed with parents/carers, documented in the Individual Healthcare Plan and will only be carried out by staff who have been trained to do so.

7.2 It is particularly important that these staff should follow appropriate infection control guidelines and ensure that any medical items are disposed of correctly.

7.3 Any members of staff who administer first aid should be appropriately trained in accordance with LA guidance. 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.

8 Complaints

If a parent is worried and wishes to discuss any concerns relating to their child, the first point of contact should be the child's class teacher. Most concerns can usually be addressed by a meeting between the class teacher and parents to discuss any issues and identify actions to address them. Our school usually resolves concerns in this way. However, if there are on-going concerns, specifically relating to a child's intimate care, a meeting should be requested with the school's Inclusion Leader via the school office. The Inclusion Leader will then usually arrange a meeting with parents, the class teacher, the child, and other support staff or other professionals if appropriate. We endeavour to communicate with parents 'face-to-face' to address concerns, however if this is not suitable telephone conversations with the Class Teacher or Inclusion Leader can be arranged.

If there are any complaints relating to the intimate care of pupils, these will be dealt with in the first instance by the head teacher. This is unless they relate to safeguarding concerns in which case the procedures detailed above will be followed. The chair of governors may be involved if necessary. In case of an unresolved complaint the LA may be involved. Please see the complaints policy on the school website or request a copy from the office for specific details.

Intimate Care Plan

Name of child: _____

Date of birth: _____

Date plan was written: _____

Was this plan discussed with the child? YES/ NO If no, please indicate reason:

Please describe here the type of intimate care that requires assistance. E.g. child-soils and requires assistance/ supervision with cleaning themselves, disposal of soiled pad/ underwear and re-clothing, child needs assistance with feeding etc

Does this intimate care procedure require additional training for members of staff? YES/ NO
If YES, please indicate who will provide the training and how often staff will need to have refresher training,

Where will this care be provided? Specific identified areas

Who will provide the care? Please list staff members trained to provide this care.

Name	Position/ job	Date of training
------	---------------	------------------

Details of the equipment the child may need (i.e. continence pad size, toilet seating, changing bed) and who provides the equipment:

What is the child able to do for themselves? How is the child going to indicate who they want to assist in their care, when they need assistance and if they have any dislikes relating to their intimate care?

Agreed by Stanstead Primary and Nursery School and Parent on _____(Date)

	Home	School
Role		
Signature		
Print name		

Individual Intimate Care Record for:

Date:	Start time:	End time:	Comments:	Staff member:

Class intimate care record:

Date:	Child's name:	Start time:	End time:	Comments:	Staff member:

Soiled changing procedure EYFS

- Take the child to the Nursery toilet area.
- Verbally and discreetly, let another adult know you are about to change a child who is soiled so they can be available to supervise/witness.
- Ensure the supervision of the rest of the children is not compromised.
- The child is to remain standing in the toilet area, near to a cubicle to preserve their dignity.
- Put PPE on. Disposable apron, mask and gloves.
- Always narrate to the child what you are doing, in a calm and relaxed manner.
E.g “ Now, I am going to get the wipes out. Next, I need you to take off your shoes...”
- Get out nappy (or pull up/ clean pants), wipes and bag from the child’s bag. (Or use spare clothing in Nursery cupboard.
- Ask child to remove their own shoes, socks and trousers.
- Remove child’s soiled underwear/ pull up.
- Soiled nappies must be placed in a nappy sack and tied at the top and placed in the nappy bin in the adult toilet area.
- Ask the child to bend down and touch their toes to enable the adult to clean them.
- When changing a boy, you wipe them back to front and in the crease of their legs
- When changing a girl, you wipe them front to back and in the crease of their legs
- Put a new pull up or clean pants on the child. Ask the child to help with pulling up.
- Ask child to re-dress themselves into their clean trousers, sock, shoes. Support as necessary.
- Ask child to wash their hands for 20 seconds using soap and warm tap and dry with paper towel.
- Take off PPE, dispose of correctly in PPE waste bin located in staff W.C and wash your hands with soap, warm water and dry with paper towels.
- Record changing in the changing log sheet on the wall in toilet.

Assisting a child to change his / her clothes

This is more common in our foundation stage. On occasions an individual child may require some assistance with changing if, for example, he/she has an accident at the toilet, gets wet outside, or has vomit on his/her clothes etc. Staff will always encourage children to attempt undressing and dressing unaided. However, if assistance is required this will be given. Staff will always ensure that the child is given the opportunity to change in private, unless the child is in such distress that it is not possible to do so.

Changing a child who has soiled him/herself

In Foundation 1 (Nursery) this is a common occurrence due to the age and immaturity of the children who attend. The child's needs are paramount and he/she should be comforted and reassured throughout. The following guidelines outline our procedures but we will also seek to make age-appropriate responses.

- The child will be given the opportunity to change his/her underwear in private and carry out this process themselves
- School will have a supply of wipes, clean underwear and spare uniform for this purpose
- If a child is not able to complete this task unaided, school staff will attempt to support to change the child
- The member of staff who has assisted a pupil with intimate care will follow child protection/safeguarding guidelines
- Ensure the child is happy with who is changing him/her
- Be responsive to any distress shown. Basic hygiene routines
- Always wear protective disposable gloves
- Seal any soiled clothing in a plastic bag for return to parents/carers

Providing comfort or support to a child

There are situations and circumstances where children seek physical comfort from staff (particularly children in early years). Where this happens staff need to be aware that any physical contact must be kept to a minimum. When comforting a child or giving reassurance, staff must ensure that at no time can the act be considered intimate. If physical contact is deemed to be appropriate, staff must provide care which is professionally appropriate to the age and context. If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable. If a child touches a member of staff, as noted above, this should be discussed, in confidence with the Designated Safeguarding Lead, Headteacher Tanya Smith.