



Layfield Primary School

Intimate/personal Care Policy

March, 2018

Review date: March, 2019

This policy represents the agreed principles for intimate/personal care throughout the school and aims to foster safer working practices for intimate/personal care and dignity for the child requiring adult support.

It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

(Taken from A Summary of the rights under the Convention on the Rights of the Child)

Introduction

The purpose of this policy is:

- To safeguard the rights and promote the best interests of the children
- To ensure children are treated with sensitivity and respect, and in such a way that their experience of intimate/personal care is a positive one
- To safeguard adults required to operate in sensitive situations
- To raise awareness and provide a clear procedure for intimate/personal care
- To inform parents/carers in how intimate/personal care is administered
- To ensure parents/carers are consulted in the intimate/personal care of their children

Principles

This guidance refers to all children, of any age, who may require support for intimate/personal care from an adult on a daily basis and those who may require it occasionally or exceptionally.

As with all developmental milestones, there is a wide variation in the time at which children and young people develop and intimate/personal care may need to be provided at any stage.

Staff who work with children and young people or those with special needs will realise that the issue of intimate/personal care is a difficult one and will require staff to be respectful of children's needs. Intimate/personal care can be defined as care tasks of an intimate/personal/personal nature, children and young people's dignity would need to be preserved and a high level of privacy, choice and control would need to be provided to them.

This may include:

- * Feeding
- * Oral care
- * Washing
- * Dressing/undressing
- * Toileting
- * Menstrual Care
- * Catheter and stoma care
- * Supervision of a child involved in intimate/personal self-care

We ensure that children and young people's dignity is preserved and that a high level of privacy, choice and control are needed to provide for them.

We are committed to ensuring that all staff responsible for the intimate/personal care of children will undertake their duties in a professional manner at all times at the appropriate developmental level and degree of understanding. No child should be attended to in a way that causes distress or pain. This guidance is to help ensure good practice in this area.

It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. As far as possible, the child should be allowed to exercise choice and

should be encouraged to have a positive image of his/her own body. It is important for staff to bear in mind how they would feel in the child's position.

Given the right approach, intimate/personal care can provide opportunities to teach children about the value of their own bodies, to develop their safety skills and to enhance their self esteem. Parents and staff should be aware that matters concerning intimate/personal care will be dealt with confidentially and sensitively and that the young persons' right to privacy and dignity is maintained at all times.

Legislation

This policy and practice will support staff to overcome any challenges and be confident they are meeting the requirements of the Early Years Foundation Stage, Special Educational Needs and Disability Act (2001), the Disability Discrimination Act (1995), Equality Act (2010) and related legislation, SEND code of practice: 0 to 25 years, school policy on the administration of medicines.

Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
Education Health Care Plans 37 – 50.

The Equality Act (2010) states that the responsible body of a school must not discriminate against a person:

- (a) In the arrangements it makes for deciding who is offered admission as a pupil.
- (b) As to the terms on which it offers to admit the person as a pupil.
- (c) By not admitting the person as a pupil.

It is not acceptable to ask parents to come to change their child if a child has a recognised disability as this is a direct contravention of the Act. Also leaving any child soiled for any length of time is considered a safeguarding issue since it places the child at risk of significant harm.

Facilities

In line with Department of Education recommendations, our purpose built foundation stage units includes an area for changing and showering children to meet and support the development needs of young children.

It recommended that:

1. Where possible children or young people are changed standing up
2. Less mobile children or young people, or children in the foundation stage, may prefer to be changed on a suitable changing mat on the floor whilst still ensuring the dignity of the child.
3. Dispose of nappies observing the appropriate procedures.

Safeguarding and Welfare Requirements

All staff working in schools and settings with the responsibility of carrying out intimate/personal care procedures must have been recruited and selected robustly with appropriate levels of vetting checks necessary for their role (regulated activity DBS). There is no legal requirement that a second member of staff must be available to supervise the intimate care process.

[Guidance for Safer Working Practice Oct 2015.pdf](#) point 15 Intimate/Personal Care

Best Practice guidance would be that 'staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken'.

Management of Intimate/personal Care Support in your School/Setting

Staffing

Teaching Assistants have been given working conditions to at least level 2 which means that there is some exposure to disagreeable, unpleasant environmental working conditions i.e. toileting as an inherent part of the job role.

Under normal circumstances, it would be expected that this job be carried out by TAs and not by teachers – although in extreme urgent cases no adult looking after a child should refuse to change them.

Agreeing a Procedure for Support in your School/Setting

Specific issues around toileting should be discussed at a private meeting with the parent/carer prior to admission into school. The meeting will also provide an opportunity to involve other agencies as appropriate, such as a Health Visitor, School Nurse or Children's Centre Staff.

A home/school intimate/personal care support agreement should be in place which makes clear the partnership with parents when children are coming to school. Such an agreement helps to avoid misunderstandings and also helps parents/carers feel confident that the school will meet their children's needs. See appendices.

Where appropriate, parents and school staff will also need to agree a personal intimate/personal care plan and training programme. Should a child with complex intimate/personal care needs be admitted, the child's medical practitioners will need to be closely involved and a separate more specialised individual intimate/personal care plan may be required.

Students, work experience students, parents and volunteers **should never** be involved in intimate/personal care issues. (Please ensure this is cross referenced with Safeguarding Policy or schools' own Student and Volunteer guidance/ working practices.)

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising. (Reference Safeguarding/Whistle Blowing Policies).

Partnership Working

In line with best practice guidance, we make reasonable adjustments to meet the child or young person's personal needs.

We meet the needs of children with delayed personal development in the same way as we meet the individual needs of children or young people with any other delayed development e.g language. Children and young people should not be excluded from normal school activities because there may be intimate/personal care issues.

We engage with all families, and staff should take care both verbally and in terms of their body language to ensure that the child or parents are never made to feel as if their individual needs cannot be met.

If there are a significant number of young children arriving at school who have not yet developed their intimate/personal care skills, staff are advised to contact the Health Visiting Team or Children's Centre in their area to discuss their concerns. Staff at Children's Centres are able to organise a course for parents relating to the intimate/personal care concerns.

If children are entering primary school with intimate/personal care needs which have not be addressed, staff are advised to contact the specialist community nursing service School Health on 01642 606591.

This means that school/settings should:

- Have written care plans in place for any pupil who could be expected to require intimate care
- Ensure that pupils are actively consulted about their own care plan

This means that staff should:

- Adhere to their organisation's intimate and personal care and nappy changing policies
- Make other staff aware of the task being undertaken
- Always explain to the pupil what is happening before a care procedure begins
- Consult with colleagues where any variation from agreed procedure/care plan is necessary
- Record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers
- Avoid any visually intrusive behaviour
- Where there are changing rooms announce their intention of entering
- Always consider the supervision needs of the pupils and only remain in the room where their needs require this.

This means that adults should not:

- Change or toilet in the presence or sight of pupils
- Shower with pupils
- Assist with intimate or personal care tasks which the pupil is able to undertake independently.

The best interest of children is the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. (Taken from Article 3 Best Interests of the Child) from the Convention on the Rights of the Child.

Definition

Intimate/personal care may include one of the following:

- Supporting a pupil with dressing/undressing
- Providing comfort or support for a distressed pupil
- Assisting a pupil requiring medical care, who is not able to carry this out unaided
- Cleaning a pupil who has soiled him/herself, has vomited or feels unwell

Supporting dressing/undressing

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in Early Years and Nursery. Staff will always encourage children to attempt undressing and dressing unaided.

Providing comfort or support

Children may seek physical comfort from staff (particularly children in Nursery and Reception). Where children require physical support, staff need to be aware that physical contact must be at an appropriate level. If physical contact is deemed to be appropriate staff must provide care which is suitable to the age, gender and situation of the child.

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.

Medical procedures (See Policy on Medicines)

If it is necessary for a child to receive medicine during the school day parents must fill out a permission form from the school office and discuss their child's needs with a member of staff before the school agrees to administer medicines or medical care. It must be made clear to

parents that staff administration of medicines is in accordance with policy (see Policy and Procedures for Pupils with Medical Needs).

Soiling

Parents of pupils due to start in the Early Years Foundation Stage are made aware of school procedures in relation to soiling, cleaning and changing during induction meetings and in literature provided.

Any child who has soiled is comforted and kept away from the other children to preserve dignity.

The child's age and level of self-help skills will be taken into consideration. Judgements will be made as to whether the child requires verbal support / instruction, or physical support.

When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings.

If a child needs to be cleaned, staff will make sure that:

- Protective gloves are worn
- The procedure is discussed in a friendly and reassuring way with the child throughout the process
- The child is encouraged to care for him/herself as far as possible
- Physical contact is kept to the minimum possible to carry out the necessary cleaning.
- Privacy is given appropriate to the child's age and the situation
- All spills of vomit, blood or excrement are wiped up and flushed down the toilet
- Any soiling that can be, is flushed down the toilet
- Soiled clothing is put in a plastic bag, unwashed, and sent home with the child

Hygiene

All staff must be familiar with normal precautions for avoiding infection, must follow basic hygiene procedures and have access to protective, disposable gloves.

Protection for staff

Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk. These should include:

- Gaining a verbal agreement from another member of staff that the action being taken is necessary
- Allow the child, wherever possible, to express a preference to choose his/her carer and encourage them to say if they find a carer to be unacceptable
- Allow the child a choice in the sequence of care
- Be aware of and responsive to the child's reactions

Safeguards for children

There is an obligation on local authorities to ensure that staff who have substantial, unsupervised access to children undergo police checks. All staff at Layfield Primary School are CRB checked on application and cannot undertake tasks within school until all checks are completed satisfactorily.

It is not appropriate for volunteers to carry out intimate/personal care procedures. Students should only do so under the supervision of a trained member of staff, following consultation with the student's college supervisors.

Appendix 1

Supporting your child/young person with Intimate/personal Care.

What additional information would help us meet your child's individual needs. For example:

- what are the physical needs of the child/young person
- what are the emotional needs of the child/young person
- what are the preferred strategies for the child/young person?

School

Child's Name and DOB:

Arrangements to be made	In place Yes/ No	Notes

Date:

Signed:

Name:

Appendix 3

School/Setting Agreement to support staff involvement in Intimate/personal Care

We aim to work closely with you and your child to ensure that they feel confident, secure and respected in our school/ setting.

Our Parents/ carers will help support us by:

- changing your child/young person at the latest possible time before coming to school
- provide spare nappies/ pull ups, wet wipes and sufficient changes of clothes
- wash and return any clothing provided by the school as soon as possible.
- a mutual agreement to the procedures to be followed during changing at school
- assist us by informing our staff if your child/young person has any marks/rashes
- encourage your child/young person's self help in intimate/personal care procedures wherever possible.
- discuss any concerns regarding your child/young person intimate/personal care progress with our staff

Our staff will support you by:

- changing your child/young person should s/he require it.
- inform you if your child/young person has any marks/rash and take further action as appropriate
- encourage your child/young person in their participation in their intimate/personal care procedures wherever this is possible
- respect cultural practices through discussion with you, the parents/carer.

Parent/Carers Signature.....

Staff Signature.....