



**Whinstone Primary School**  
**Intimate Care Policy**  
**January 2018**

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

The policy applies to all children. Whinstone Primary School is a Rights Respecting School and we encourage all children to learn their rights in a responsible and respectful manner. 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 positive
- 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.
- (c) As to the terms on which it offers to admit the person as a pupil.
- (d) 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**

Our Foundation stage unit has large toileting and washing areas, intimate/personal care in the Foundation Stage will generally be supported in these areas. Across school there are 2 large disabled changing / toileting facilities, intimate/personal care can also be supported in these areas.

It is 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.

**In Whinstone Primary School** 'staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken'.

### **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 no adult looking after a child should refuse to change them.

## Working with parents

Specific issues around toileting will be discussed at a private meeting with the parent/carer prior to admission into school should a pupil require regular intimate/personal care. The meeting will also provide an opportunity to involve other agencies as appropriate, such as a Health Visitor or School Nurse.

A home/school intimate/personal care support agreement (only undertaken should the pupil require regular intimate/personal care) will make 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. (Appendix 1). Should a care plan be in place all instances of intimate/personal care support should be logged (Appendix 2)

Where appropriate, parents and school staff will also need to agree a personal intimate/personal care plan and training programme, this will be written with guidance from medical professionals. 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. It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities, this should be referenced in intimate care plan (appendix 1) Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising. (Please read in conjunction with the School Child Protection policy and Keeping Children Safe in Education, Sept 2016)

## 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 to discuss their concerns.

This means that we should:

- Have written care plans in place for any pupil who could be expected to require intimate care (Appendix 1)
- Ensure that pupils are actively consulted about their own care plan

This means that staff should:

- Adhere to the school intimate and personal care policy
- 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 other pupils

- Shower with pupils
- Assist with intimate or personal care tasks which the pupil is able to undertake independently.

January 2018

Review date January 2020

*Based on guidance from Stockton LA Nov 2015*

**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:**

**Name of pupil**

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?	

Arrangements to be made	In place Yes/no	Notes

Signed, parent/carer \_\_\_\_\_ Date \_\_\_\_\_

Signed, school staff \_\_\_\_\_ Date \_\_\_\_\_

