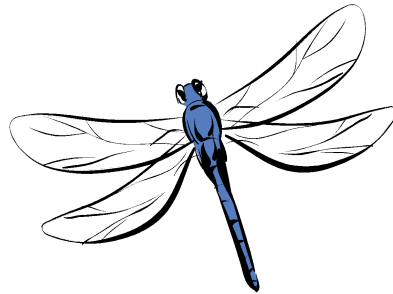


Rivacre Valley Primary School



Policy for Managing Personal Intimate Care

Reviewed by JD-EYFS Lead- Dec 25

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Policy for Managing Intimate Care Needs in Schools

Rationale:

Many children experience difficulties at times for a variety of reasons. Some children and young people are delayed in achieving continence, some may experience early puberty. An increasing number of disabled children and those with medical needs are being included in mainstream educational settings, many of whom require assistance with intimate care tasks. All children have the right to have their needs met with sensitivity.

Aims:

- To safeguard the rights and promote the welfare of children
- To provide guidance and reassurance to staff whose contracts include intimate care
- To assure parents and carers that their child's needs will be met
- Remove barriers to learning and participation and ensure inclusion for all children

Principles

All children must be welcomed and not excluded from any activities because they require support with personal or intimate care. Neither will they be required to wait for parents/carers to arrive to attend to them, or sent home to change.

Commitments:

- to protect a child's dignity with a high level of privacy, choice and control
- to promote independence wherever possible
- to consult with the child where appropriate and their parents or carers, and respect their views and wishes and take religious and cultural values into account

Definition of intimate care:

For the purpose of this document, intimate care refers to care tasks of an intimate nature, associated with bodily functions and personal hygiene. These include dressing and undressing, feminine hygiene, washing, helping someone use the toilet and changing pads or continence products.

All staff may potentially be required to provide intimate care and must have:-

- been recruited in line with Safer Recruitment procedures and have undergone an enhanced DBS disclosure as part of this process
- received in-house induction in safeguarding children before undertaking their duties and attend formal safeguarding training as soon as possible

Further training may be deemed necessary, for example, training linked to the child's particular medical condition or any procedure that is required to be carried out.

It is not usually necessary for more than one adult to be present when assisting or changing a child, as this can further erode a child's dignity.

Safeguarding children:

Staff will report any concerns they notice while caring for a child, for example, any bruises or marks. Any distress a child exhibits about being cared for by a particular member of staff will be taken seriously, recorded, discussed with parents and a solution will be sought.

In the event of any allegations made against a member of staff, all necessary procedures will be followed, including notifying the Local Authority Designated Officer (LADO) if appropriate.

Protecting members of staff:

Parental consent should be gained for all children to be supported with intimate care tasks, should they require it.

Staff should ensure that the child understands and agrees to have intimate care prior to it happening.

All intimate care provided must be recorded and parents kept informed.

Parents of children who require regular support should be involved in drawing up personal intimate care plans for their children.

Staff providing intimate care should follow the good practice guidelines outlined below.

Good Practice Guidelines:***Appointments***

Personal needs with regard to intimate care should be considered in the appointment and induction of staff members and the job description and person specifications of staff should reflect the requirements of the role.

Location and hygiene

Ensure that the location offers privacy and sufficient space.

Ensure that it is heated and ventilated and has hot and cold running water.

Ensure disposable gloves and aprons are easily accessible. Store supplies of clean clothes (the child's own where possible) nearby.

Use antibacterial handwash and spray for surfaces.

Have special bins for waste. Make arrangements for disposal where necessary.

Interacting with the child

Ensure the child understands what is going to happen; use verbal prompts and visual clues where necessary, such as showing the soap or the clean pad.

Use the child's name and ask the child's permission before beginning intimate care. Explain what you are doing as you are doing it, and why.

Encourage the child to be as independent as possible and carry out as many tasks for themselves as they can.

Offer choices to children where possible, for example, which towel to use, which clean underpants to wear.

Be aware of and responsive to the child's reactions. Build the child's self esteem and confidence.

Recording

As soon as possible after the intimate care has been provided, record the following: child's name, adult's name, date, time, nature of incident, action taken and any concerns or issues. This should be signed by the member of staff and the parent where possible. Confidentiality should be respected.

For regular occurrences or where there is an ongoing need, an individual care plan should be devised in consultation with the child, parents and any involved health professionals. This should be designed to lead to independence and should be revised regularly. Schools and parents may seek advice from the school health professional/continence nurse and schools should consider whether a TAF is necessary.

Support for staff

All staff should be aware of the policy and guidelines for providing intimate care for children. There should be regular opportunities for them to raise any issues and share any concerns. They should be offered training where appropriate.

Schools will find it helpful to ensure that areas where intimate care is to be provided are clean, safe, pleasant and accessible at all times

Appendix 1

Intimate Care Ten Top Tips for Best Practice

1. Use sensitivity and discretion at all times when dealing with any child with a continence issue. Promoting dignity and ensuring respect for the child are paramount.
2. If you work with children and young people who have continence requirements, remind them discreetly and sensitively to use the bathroom at break times or on other appropriate occasions
3. Use discreet and appropriate language to indicate personal needs are being met eg “It’s time to go and get comfortable”, “James is busy right now”
4. If you are providing intimate care more often than is usual for a child, start to build up a record of the pattern where there is a continence issue eg. when? time of day? a particular activity? Discuss with parents and consider if there are any unmet needs or if a multi agency response to support the young person and their family is appropriate
5. Ensure that there is a mechanism in place so that children can discuss their requirements discreetly
6. Arrange a discrete signal, eg a Makaton sign, for when a child may need to use the toilet
7. Ensure your School Prospectus or Information Pack for new/prospective parents is inclusive and highlights support for personal intimate care
8. Consider the self-esteem of the individual pupil. Is your school doing everything you can to safeguard children, young people and staff and promote good practice?
9. Ensure that children with continence problems have the right kit available to them in school, such as spare clothing, wipes, specific toileting equipment, which is stored in an agreed place and is accessible at all times
10. Ensure that there is an appropriate location to clean, package and then store any soiled clothing to be returned home, which is in a discreet and agreed location

Check that these tips for best practice help to inform your policy for intimate care needs.

Remember, toilets and locations for intimate care should always be freely accessible

Practical checklist for Environmental Needs

Issues for consideration when attending to personal care needs

Environment

- Where is the child/young person to be changed?
- If the child/young person needs changing, is there an appropriate room which is warm, comfortable and discreet?
- Is the changing surface for the child/young person to lie on clean, comfortable and able to be disinfected? Can they slide off it?
- Can the area be ventilated in a way which does not compromise privacy?
- Has a risk assessment been completed, particularly when providing intimate care to vulnerable pupils, which also promotes the safety of staff whilst prioritising dignity and respect for the child?

Equipment

- Is all the necessary equipment easily accessible?
- Is there all that is needed for basic infection control?
 - Protective aprons for staff (disposable or washed after each use)
 - Disposable gloves (plastic – avoid latex and talc which can cause allergies)
 - Hot and cold running water and soap
 - Wipes (“Contiwipes” or similar)
 - Towels for drying
 - Products to disinfect areas after use (All hazardous products must be clearly labelled and stored out of reach of children and young people)
 - Consider how waste is to be disposed – safely in discreet bin liners which can be tied and do not leak

Personal Care Record – Pupils Name

Date and time	Staff initials	Care Task		Frequency of visit	Time spent in Bathroom	Pupil comment	Staff comment	Parent/ carer informed
		Type	Support					

Key:

Type:	1. wetting 2. soiling 3. both 4. vomit 5. feminine hygiene 6. medical care	Support	a. independent b. verbal encouragement c. partial physical help d. full physical help e. resistant reluctant	Frequency of visit	A. part of care programme B. daily C. weekly D. monthly E. less often F. “accidental” wetting/soiling or both	NB ‘Pupil comment’ – use appropriate communication system ‘Staff comment’ – needs to be brief – one word/short phrase and appropriate for the child to see (Freedom of Information Act etc) Refer to other policies and procedures for concerns such as safeguarding
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PERMISSION FOR SCHOOLS TO PROVIDE INTIMATE CARE TO CHILDREN AND YOUNG PEOPLE

Statement for management of intimate care needs for inclusion in School Prospectus for prospective, pupils, parents and carers

There are occasions where we may need to support a child with personal or intimate care, including occasional wetting or soiling accidents or where we need to support a child with their personal care needs on a more regular or long term basis. These may occur at any time during their school experience. This can have an impact on the child's social and emotional wellbeing if not dealt with sensitively. To help us support your child effectively please take the opportunity to discuss any issue with any of your child's teachers or support staff and consider if there is anything that we need to know to support your child differently when they are on school trips or residential visits.

Child's Last name:	
Child's First name:	
Date of birth:	
Parent/carers name:	
Address:	

I understand that;

I give permission to the school to provide appropriate intimate care support to my child eg changing soiled clothing, washing and toileting.

I will advise the Headteacher where my child may require intimate care on a more regular basis or when their health or personal needs change.

Name.....

Signature.....

Relationship to child.....

Date.....