



School Policy Document

Intimate Care

Date Adopted by Full Governing board: February 2022

Last reviewed on: February 2022

Next review due by: February 2025

Introduction

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Education Act 2002
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We understand intimate personal care includes 'hands-on physical care in personal hygiene, and physical presence or observation during such activities.' Intimate personal care is any activity such as feeding, oral care, washing, changing clothes, toileting, first aid and medical assistance, comforting and support, and supervising intimate self-care that is required to meet the personal needs of a child regularly or during a one-off incident.

We have a duty to safeguard children and school personnel at all times. We must develop independence in each child but on those occasions when children need assistance they must feel safe, have personal privacy, feel valued, are treated with dignity and respect, are involved and consulted about their own intimate care with school personnel that are specially trained in intimate care procedures.

We wish to work in close partnership with parents/carers and other professionals to ensure continuity of care for pupils.

At all times we treat all children with respect but especially when intimate care is given. All school personnel are sensitive to each child's individual needs and no child will be attended to in a way that causes distress or pain.

We treat every child as an individual treating them gently and sensitively as possible in order not to cause any form of distress, embarrassment or pain.

Free sanitary products are offered to all girls at Pinner Park Primary School.

We have a duty to take full account of the religious views and cultural values attached to aspects of intimate personal care with children. Also, to agree with parents, school personnel and children the appropriate terminology for private parts of the body and its functions.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To safeguard the rights of children.
- To safeguard school personnel trained in intimate care procedures.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Roles and Responsibilities

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- ensured that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy, in line with the school's equality policies;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure all children are treated:
 - with sensitivity and respect in such a way that their experience of intimate care is a positive one;
 - by professionals suitably trained and assessed to be competent to undertake procedures in intimate care.

- ensure parents are aware of:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - the Safeguarding and Child Protection policy
 - safeguarding procedures in place;
 - all safeguarding policies;
 - their role in safeguarding and child protection

- have in place an agreement with parents that deals with the procedure for personal care in school;
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel.

- ensure school personnel who provide intimate care are suitably trained to do so;
- ensure that all school personnel fulfil their duties to co-operate with the policy;
- ensure suitable hygiene changing facilities are in place and well maintained;
- ensure essential resources are in good supply;
- make effective use of relevant research and information to improve this policy;
- ensure that new developments, resources and equipment are brought to the attention of the appropriate school personnel;
- monitor the effectiveness of this policy;
- ensure that free sanitary products are available at school for those who need to use them;
- provide information and guidance to school personnel;
- lead the development of this policy throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;

Role of School Personnel with Responsibilities for Intimate Care

All school personnel will receive training in:

- safeguarding and child protection
- health and safety

All school personnel are familiar with the following documentation:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
- This policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- SEND policy

School personnel will receive additional training, if relevant to their role, in:

- first aid, intimate care procedures
- toilet training
- training in moving and handling feeding
- oral care
- washing
- changing clothes
- first aid and medical assistance
- comforting and support
- supervising intimate self-care

All school personnel will:

- be professional in their duties at all times;
- be respectful of a child's needs;
- preserve a child's dignity and respect with a high level of privacy, choice and control appropriate to the child's age and situation;
- be aware of a child's method and level of communication;
- make sure practice in intimate care is consistent;
- be aware of their own limitations;
- promote positive self-esteem and body image;
- report any concerns they have about a child;
- report any concerns they have about a colleague's intimate care practice;
- be aware of the danger of allegations being made against them;
- take precautions to avoid risk;
- be aware of all individual intimate care plans;
- discuss intimate care arrangements with parents/carers regularly;
- record all arrangements of individual personal care plans;
- be aware of all other linked policies;

- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy
- advise the school of any known intimate care needs relating to their child;
- be involved with their child's intimate care arrangements on a regular basis;
- inform the school if their child have any marks or rash
- be asked to take part in periodic surveys conducted by the school;
- support the school guidance necessary to ensure smooth running of the school.

Rights of the Child

All children have the right to be treated:

- with sensitivity and respect in such a way that their experience of intimate care is a positive one;
- by professionals suitably trained and assessed to be competent to undertake procedures in intimate care

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the SENDCo, the lead DSL and the Headteacher.

The policy will be reviewed by the Governing Board at least every three years.

Title: Nappy Changing in the Early Years

Children in the EYFS may:

- be fully toilet trained across all settings;
- have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning at school or nursery;
- be fully toilet trained at home but prone to accidents in new settings;
- be on the point of being toilet trained but require reminders and encouragement;
- not be toilet trained at all but likely to respond quickly to a well-structured toilet training programme;
- be fully toilet trained but have serious disabilities or learning difficulties;
- have delayed onset of full toilet training in line with other development delays but will probably master these skills during the Foundation Stage;
- have SEN or a disability that make it unlikely that they will be toilet trained during the Foundation Stage.

Partnership Working

Issues around toileting will be discussed at a meeting with the parents/carers prior to admissions into the school or nursery. This meeting will also provide an opportunity to involve other agencies as appropriate, such as a Health Visitor or School Nurse.

If the school becomes aware that there is a disproportionate number of children arriving at school who are not yet toilet trained then we will liaise with the Health Visiting Team to discuss our concerns.

The school will work in partnership with parents when a child is coming to school in a nappy or pull-ups. Such an agreement helps to avoid misunderstandings and also helps parents/ carers feel confident that the school will meet their child's needs.

Where a child needs additional support with toileting in Reception or above, we will prepare a health care plan that defines the responsibilities that each partner has (see Appendix 3).

Parents/ Carers:

- agreeing to change the child at the latest possible time before coming to school;
- providing spare nappies, wet wipes and a change of clothes;
- understanding and agreeing the procedures to be followed during changing at school;
- agreeing to inform school should the child have any marks/rash;
- agreeing how often the child should be routinely changed if the child is in school for the day and who will do the changing;
- agreeing to review the arrangements, in discussion with the school, should this be necessary;
- agreeing to encourage the child's participation in toileting procedures wherever possible.

The school:

- agreeing to change the child should they soil themselves or become wet;
- agreeing how often the child should be routinely changed if the child is in school for the full day and who would be changing them;
- agreeing to report to the Head Teacher or SENDCo should the child be distressed or if marks/ rashes are seen;
- agreeing to review arrangements, in discussion with parents/ carers, should this be necessary;
- agreeing to encourage the child's participation in toileting procedures wherever possible.

We will not routinely ask or expect parents to come and change their child unless the parents have expressed a preference for this or this is an agreed aspect of a child's health care plan. Where appropriate, parents and school will agree a toilet training programme.

In the very small number of cases where parents do not co-operate or where there are concerns that the child is regularly coming to school/nursery in very wet or very soiled nappies and there is evidence of excessive soreness that is not being treated and the parents are not seeking or following advice, there should be discussions with the school's Designated Safeguarding Lead about the appropriate action to take to safeguard the welfare of the child.

Nappy changing procedures:

The school's nappy changing procedures can be found at Appendix 2.

Title: Procedure for Changing a Nappy

1. Where possible, a child should be changed in a toilet cubicle, standing up. Children who are mobile are changed standing up unless there are extenuating circumstances.
2. A record is kept when each nappy is changed and this information is available to parents.
3. Nappy changing resources readily supplied. Parents of children who need changing regularly are asked to supply nappies. They will be notified when supplies are running low.
4. Parents of children who need changing regularly are asked to supply spare clothing. The school also keeps a supply of clothing for use in an emergency.
5. A new set of gloves and apron must be worn for every nappy change.
6. If a child cannot be changed standing up, they will be on a changing mat during a nappy change.
7. Soiled nappies will be placed in a nappy sack for disposal.
8. Any soiled clothes will be sent home in a separate bag.
9. All cleaning wipes will be placed in a nappy sack.
10. Nappy sacks will be securely tied and placed in the appropriate bin for disposal.
11. Before dressing the child all personal protective equipment used should be disposed of in the appropriate bin.
12. Hands should be washed before dressing child.
13. The area used for nappy changing should be thoroughly cleaned using anti-bacterial spray and disposal paper towels.

Pinner Park Primary School

Policy and Procedure

Title: Health Care Plan for children wearing nappies/ pull-ups in school

Child's name _____

Date of Birth _____ Year / Class _____ Date of Plan _____

Who will change the child: _____

How the will child be changed:	Standing up in cubicle <input type="checkbox"/>	
	On changing mat <input type="checkbox"/>	
	Other (please specify) <input type="checkbox"/>	

Resources provided by parents:	Nappies <input type="checkbox"/>
	Wipes <input type="checkbox"/>
	Spare Clothing <input type="checkbox"/>
	Other (please specify) <input type="checkbox"/>

Wet or soiled clothing will be placed in a sealed bag and given to parents when the child is collected.

Any other relevant information (eg. medical info, frequency of change, etc):

This plan has been discussed with me and I agree to change my child at the last possible moment before he/she comes to school, provide the resources indicated above and encourage my child's participation in toileting procedures at home as appropriate and wherever possible.

Signed: _____ Parent / Carer

Date: _____