



Enabling Excellence for Exceptional Futures

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At Green Park Village Primary Academy, we are committed to providing equal opportunities for all, in all aspects of school life, regardless of gender, ability or disability, age, ethnic heritage, special needs or sexual orientation and to preventing any inequality. The Disability Discrimination Act (DDA) provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on their ability to carry out normal day-to-day activities. The effect must be substantial and long term. It is clear therefore that anyone with a named condition that affects aspects of personal development must not be discriminated against. It is also unacceptable to refuse admission to other children who are developmentally delayed in achieving continence. Education providers have an obligation to meet the needs of children with delayed personal development.

Introduction

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care. 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.) Staff training will be provided where it is deemed necessary/appropriate e.g. Prick test for diabetics. The issue of intimate care is a sensitive one and requires that all staff are respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. All staff should have a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children/young people wherever possible. The Limes Primary Academy is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

Continence

Delayed continence is not necessarily linked with learning difficulties. By virtue of their immaturity, health or personal development, some children may still be in nappies or have occasional accidents especially in the first few months after admission. However, children with global developmental delay which may not have been identified by the time they enter nursery or school are likely to be late coming out of nappies. Our school is committed to making reasonable adjustments to meet the needs of each child and children will not be excluded nor treated less favourably because of their incontinence. We have an obligation to meet the needs of children with delayed personal development in the same way as they would meet the individual needs of children with delayed language or any other kind of delayed development.

Achieving continence is one of hundreds of developmental milestones usually reached within the context of learning in the home before the child transfers to learning in a nursery/school setting. In some cases, this one developmental area has assumed significance beyond all others.

Our approach to best practice

The management of all children with intimate care needs is carefully planned. The child who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance. The school will work closely with parents with regards to meeting the child's needs sensitively and with respect. Intimate care needs are discussed privately with parents before the child starts school. Staff who provide intimate care are aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist as required. Staff adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible staff who are involved in the intimate care of children will not usually be involved with the delivery of sex education to the children in their care as an additional safeguard to both staff and children involved.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up with staff and parents for particular children as appropriate to suit the circumstances of the child. Each child's right to privacy will be

respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted.

Each child's right to privacy will be respected. Where possible, one child will normally be catered for by one adult, unless there is a sound reason for having more adults present. However, for safeguarding of both the child and adult involved, a child should be changed in a private area of the setting to allow privacy and dignity for the child involved, but where at least one other adult is present within the surrounding vicinity, for example within the class toilet area or cloakroom. Staff should avoid situations where they are alone with a child with nobody in the surrounding vicinity whilst changing a child, such as the medical room.

Wherever possible the same child will not always be cared for by the same adult; ideally there will be more than one member of staff known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, whilst at the same time guarding against the care being carried out by succession of completely different staff. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

The Protection of Children

Education Child Protection Procedures and Inter-Agency Child Protection procedures will be adhered to. All children will be taught personal safety skills carefully matched to their level of development and understanding. The normal process of changing a nappy should not raise child protection concerns, and there are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process. All our staff are DBS checked, and regular training ensures colleagues are encouraged to remain highly vigilant for any signs of improper practice, as they do for all activities carried out in school. If there is known risk of false allegation by a child then a single practitioner will not undertake nappy changing. Students on placement will not change a nappy unsupervised.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. they must immediately report concerns to the DSL or deputy designated lead for child protection. If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules may be altered until the issues are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary. If a child makes an allegation against a member of staff, all necessary procedures will be followed.

Health and Safety

Health and Safety advice can be found in the school Health and Safety Policy.

Provision for Intimate Care

1. Children wearing nappies

All children are admitted to school, regardless of whether they are still wearing nappies/pull-ups. Where a child is using nappies, there will be a signed agreement with the parents outlining who will usually be responsible for changing the child and when and where this will be carried out. This agreement allows us and the parents to be aware of all the issues surrounding this task right from the outset, and this will be reviewed regularly. The School Business Manager is responsible for co-ordinating individual care needs and care plans and ensuring they are reviewed and monitored on a regular basis. A record will be kept of when changing took place and who carried it out. If the child refuses to have the nappy changed the parent must be informed. Nappies and wipes from healthy children can be double bagged or put into nappy sacks and placed into clinical waste bins (where possible).

2. Changing facilities

At all times the dignity and privacy of the child will be of paramount concern:

- An area, made private by the use of a screen, is acceptable

- Consideration must be taken into account for health and safety issues
- The area must not be situated in a thoroughfare
- A changing mat will be used on the floor when a child is to be changed. This is the recommended method of changing a child, as it avoids an adult having to lift a child and cause possible back injury.
- It may be appropriate to clean children up in the medical room or the disabled toilet, providing there are adults within the surrounding vicinity
- Sensitivity to where a child is changed/cleaned and safety of the member of staff must be considered.

3. Equipment Provision

Parents are expected to provide nappies/pull-ups if their child is still wearing them. The parent should provide nappies, disposal bags, wipes, changing mat etc. and parents should be made aware of this responsibility. Schools are responsible for providing medical gloves, plastic aprons, a bin and liners to dispose of any waste.

4. Health and Safety Procedures

Staff should always wear an apron and medical gloves when dealing with a child who is bleeding or soiled or when changing a soiled nappy.

- Any soiled waste should be placed in a polythene waste disposal bag, which can be sealed.
- This bag should then be placed in a bin (complete with a liner) which is specifically designated for the disposal of such waste.
- The bin should be emptied on a weekly basis and it can be collected as part of the usual refuse collection service as this waste is not classed as clinical waste.
- Staff should be aware of the school's Health and Safety policy

5. Children with Special Needs

Children with special needs have the same rights to safety and privacy when receiving intimate care.

Additional vulnerabilities that may arise from a physical disability or learning difficulty must be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, those with parental responsibility and the organisation should be easily understood, recorded and regularly reviewed. Regardless of age and ability, the views and/or emotional responses of children with special needs should be actively sought (with advocacy arrangements made for those who can't) in regular reviews of these arrangements.

Guidance to safeguard children and education staff about situations which may lend themselves to allegations of abuse

1. Physical Contact

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact.

Staff at Green Park Village Primary Academy operate in a **limited touch** culture so that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background. This limited touch will also be very visible through careful choice of location and body position. **Hands must always be visible.**

Staff should be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny. Physical contact which is repeated with an individual child or young person is likely to raise questions unless the justification for this is formally agreed by the child, the organisation and those with parental responsibility.

Children with special needs may require more physical contact to assist their everyday learning. The general culture of **limited touch** will be adapted where appropriate to the individual requirements of each child. All arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported.

Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff vulnerable to allegations of abuse.

Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

Highly recommended Tips

- Hands always very visible
- Talk the child through what you are doing e.g. "I am going to put my hands under your legs so I can lift you."
- Always check that what you are going to do is acceptable to the child and they know why you are doing it.
- Keep children to your side at all times
- Deter children from sitting on your lap. Where essential, keep children's legs to the side
- Tell someone where you are going and why
- Keep doors open and talk to people outside
- Make sure someone knows you are in a room alone with a child or call another adult to be with you or ensure another adult is in the surrounding vicinity and aware.

2. Physical Wellbeing/Restraint

There may be very rare occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. Restraint should be used only as a last resort to ensure the safety of the child. All other options should be explored first. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control. In all cases of restraint, the incident must be documented and reported in the physical restraint log book in the Head Teacher's office.

Under no circumstances is it ever permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence. This is not accepted or tolerated in our school. See policy on Positive Handling.

3. Emotional Wellbeing

There may be occasions when a distressed pupil needs comfort and reassurance that may include physical touch such as a caring parent would give. Staff must remain self-aware at all times to ensure that their contact is not threatening or intrusive and not subject to misinterpretation. Judgements will need to take account of the circumstances of a pupil's distress, their age, the extent and cause of the distress. Unless the child needs an immediate response, staff should consider whether they are the most appropriate person to respond. Particular care must be taken in instances which involve the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek further advice, from the DSL.

4. Physical Education Lessons

Staff are likely to come into contact with pupils from time-to-time in the course of their duties when participating in games, demonstrating an exercise or the use of equipment. Staff should be aware of the limits within such contact should properly take place and of the possibility of misinterpretation. Where it is anticipated that a pupil might be prone to misinterpret any such contact, alternatives should be considered, perhaps involving another member of staff or less vulnerable pupil in the demonstration.

Children will change together in the classroom. The adults in the room supervise and keep an overall check on the children as they change. There should be no contact unless a child requests help. Children who have started to develop physically may prefer to change separately and should be permitted to do so in the classroom toilets; however, the children should still be supervised by a member of staff. Should staff see any bruising or scars during changing the guidelines in the child protection policy should be followed.

5. Swimming/changing clothes

Young people are entitled to respect and privacy when changing clothes. However, there must be the required level of supervision to safeguard young people with regard to health and safety considerations and to ensure that bullying or teasing does not occur. This means that adults should announce their intention of entering changing rooms, avoid remaining in changing rooms unless pupil needs require it, avoid any physical contact when children are in a state of undress and avoid any visually intrusive behaviour.

Given the vulnerabilities of the situation, it is strongly recommended that when supervising children in a state of undress, another member of staff is present. However, this may not always be possible and therefore staff need to be vigilant about their own conduct, e.g. adults must not change in the same place as children or shower with the children.

6. Out of school trips and clubs

Employees should take particular care when supervising pupils in the less formal atmosphere of a school trip or after-school activity. Although more informal relationships in such circumstances tend to be usual, the standard of behaviour expected of staff will be no different from the behaviour expected within school. Staff involved in such activities should also be familiar with their school's/establishment's policy and all LA Guidance regarding out of school activities.

To ensure pupils' safety, increased vigilance may be required when monitoring their behaviour on school trips. It is important to exercise caution so that a pupil is not compromised and the member of staff does not attract allegations of overly intrusive or abusive behaviour. Meetings with pupils away from the school premises where a chaperone will not be present are not permitted unless specific approval is obtained from the head teacher or other senior colleague with delegated authority. Staff should not place themselves in a position where they are in a vehicle, house or other venue alone with a child. If staff come into contact with pupils whilst off duty, they must behave as though in their professional role and not give conflicting messages regarding their own conduct.

7. Photography, videos and similar creative arts

Staff should be aware of the potential for such mediums of teaching to be used for the wrong purposes. Additionally, children who have been previously abused in this way may feel threatened by the legitimate use of photography, filming etc. The potential for founded and unfounded allegations of abuse requires that careful consideration be given to the organisation of these activities.

Protocols for the taking and use of images and of photographic equipment:

- The purpose of the activity should be made clear
- No one-to-one situations unless there is a clear purpose.
- Appropriate privacy if changing clothes involved
- Clear arrangements for the access and storage of the images
- All material produced should be checked by another member of staff for suitability
- All staff should check the permission list before taking any photos of children (main list available in office)
- Staff must only use memory cards/devices for taking photographs which are property of the school and designed for the purpose of school photographs
- Staff must not use mobile phones in areas where children are present
- Before any public performance in school an announcement must be made to the audience regarding the taking of photos or videos which must be for personal use only within the family and images must not be sent or displayed via the Internet.