



St Margaret's CEVA Primary School

Intimate Care Policy

Agreed and adopted by Governors: September 2019

Review Date: September 2021

Where a need has been assessed and indicated in the personal care plan for an individual child St Margaret's Primary School commits to providing personal care in ways that:

- Maintain the dignity of the individual child.
- Are sensitive to their needs and preferences.
- Maximise safety and comfort.
- Protect against intrusion and abuse.
- Encourage the child to care for themselves as much as they are able and protect the rights of everyone involved
- Respect the child's right to give or withdraw their consent.

Definition

Personal care includes hands-on physical care in personal hygiene, and physical presence or observation during such activities.

Personal care tasks can include:

- Body bathing other than to arms, face and legs below the knee.
- Toileting, wiping and care in the genital and anal areas.
- Dressing and undressing.
- Application of medical treatment, other than to arms, face and legs below the knee

Scope

There are other vulnerable groups of children and young people that may require support with personal care on either a short, longer term or permanent basis due to SEN and disability, medical needs or a temporary impairment.

Toilet Training

Starting school or nursery has always been an important and potentially challenging time for both children and the schools that admit them. It is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the Early Years Foundation Stage (EYFS), there is wide variation in the time at which children master the skills involved in being fully toilet trained.

The school would expect parents to take the lead when toilet training pupils. Therefore unless a child has a disability, as diagnosed by a health professional, it is expected that parents/carers will have trained their child to be clean and dry before they start in Foundation Stage.

Children and young people beyond the EYFS but throughout the primary and secondary stages of education may also experience difficulties with independence and require support with personal care issues. These issues are likely to relate to complex health needs or a recognised specific disability.

Health & Safety and Safeguarding

All staff in school are vetted via a rigorous recruitment procedure including DBS clearance. Staff who assist children with personal care will go through an induction procedure with the Inclusion Leader and will be expected to follow the child's Personal Care Plan and relevant manual handling training. It is essential that the adult who is going to change the child informs the teacher and/or another member of staff that they are going to do this. There is no written legal requirement that two adults must be present. However, in order to completely secure against any risk of allegation, a second member of staff may be present where resources allow.

The school has procedures in place for dealing with spillages of bodily fluids such as the process to be followed when a child accidentally wets or soils himself, or is sick while on the premises. The same precautions will apply for nappy/pull ups/changing. This could include:

- Staff to wear fresh disposable aprons and gloves while changing a child
- Soiled nappies/pull ups securely wrapped and disposed of appropriately
- Changing area/ toilet to be left clean.
- Caretaking/ cleaning staff to be informed

The Inclusion Leader will ensure that any required equipment is provided and that the facilities available on site are suitable and safe for the child and supporting adult to use.

When children are due to go on excursions checks should be made beforehand to ensure that there are suitable facilities for personal care available at the location and consider how personal care can be dealt with in relation to PE, swimming, after school clubs and transport.

Working in Partnership

Parents are children's first and most enduring educators. When parents and practitioners work together in early year's settings, the results have a positive impact on children's development and learning.

Partnership with parents is an important principle in any educational setting and is particularly necessary in relation to young people. Much of the information required by the school to make the process of personal care as comfortable as possible is available from the parents. Regular consultation and information sharing remains an essential feature of this partnership.

Issues around toileting should be discussed at a meeting with the parents/carers prior to admissions into the school. Foundation Stage leaders must be made aware of these at this point. This will provide an opportunity to involve other agencies as appropriate, such as a Health Visitor.

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 a minimum number of changes
- Agreeing to report to the head teacher or Inclusion Leader 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
- Discussing and taking the appropriate action to respect the cultural practices of the family.

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/Foundation Stage in very wet or very soiled nappies/pull ups and
- there is evidence of excessive soreness that is not being treated
- the parents are not seeking or following advice

In the first instance concerns should be raised with the parents. A meeting may be called that could possibly include the health visitor and head teacher to identify the areas of concern and how all present can address them. If these concerns continue there should be discussions with the school's child protection lead about the appropriate action to take to safeguard the welfare of the child.

Parents and staff should be aware that matters concerning personal care will be dealt with confidentially and sensitively and that the young person's right to privacy and dignity is maintained at all times.

In summary

- Be fully aware of the legislative framework
- Recognise that for most children, achieving continence is one of many developmental milestones
- Work in partnership with parents/ carers prior to and after admissions into the schools
- Take full account of the religious views and cultural values attached to aspects of personal care related to the child
- Agree with parents, staff and children, the appropriate terminology for private parts of the body and functions. Use these terms as appropriate.
- Agree a written procedure for personal care/ toileting
- Respect each child's personal dignity
- Get to know the child in a range of contexts to gain an appreciation of his/her moods and verbal/non-verbal communication
- Ensure clarity in job descriptions of the personnel involved in changing children
- View 'changing' time as a positive learning experience (aiming to gradually increase the child's independence and self-worth).

During Personal Care:

- Speak to the child personally by name so that s/he is aware of being the focus of the activity
- Give explanations of what is happening in a straightforward and reassuring way
- Enable the child to be prepared for and to anticipate events while demonstrating respect for his/her body e.g. by giving them a strong sensory clue such as using a sponge or pad to signal an intention to wash or change
- When washing, always use a sponge or flannel and where possible encourage the child to attempt to wash private parts of the body him/herself
- Provide facilities which afford privacy and modesty and only changing one child at a time
- Respect a child's preference for a particular carer and sequence of care
- Keep records, which note responses to personal care and changes in behaviour

Related School Policies

- Child Protection Policy
- Health and Safety Policy
- Inclusion Policy
- SEN Policy & The Offer