

# **Prudhoe West First School**



## **Intimate Care Policy 2014/15**

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### Intimate Care Policy

#### Rationale

Prudhoe West First School is responsible for the care of all children, whatever their needs or difficulties, including children with learning and physical difficulties who have an increased dependency and require practical support with their intimate care needs at school.

The Equality Act 2010 provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on his/her ability to carry out normal day-to-day activities. It is clear therefore that anyone with a named condition that affects aspects of personal development must not be discriminated against. However, it is also unacceptable to refuse admission to other children who are delayed in achieving continence.

We will meet the needs of children with delayed personal development in the same way as we would meet the individual needs of children with any other kind of delayed development. Children should not be excluded from normal early years or school activities solely because of incontinence. All such issues will be dealt with on an individual basis, and reasonable adjustments made to meet the needs of each child.

We have defined Intimate Care as direct care of the child in terms of any personal care activity a child would normally be able to do for him/herself. These needs are no different to the needs of a child who is not disabled but there are differences in the nature, method and principles of fulfilling those needs.

Intimate care is a high risk activity in terms of abuse and it is particularly important that there are guidelines on Intimate Care, both to protect those being cared for and the staff who care for the children's needs. We take the view that everyone is safer if expectations are clear and approaches are as consistent as possible.

#### Aims

The staff at Prudhoe West First School have recognised the need to design guidelines that encompass all aspects of these procedures. They apply to every member of staff involved in the intimate care of the children and they aim to support good practice.

Therefore, our guidelines have the following goals:

- To outline good practice during intimate care tasks so we can distinguish between good and poor care practice
- To protect the children and the staff who are asked to carry out intimate care tasks
- To outline a system that works effectively for the child, ensuring a consistent approach is undertaken and that approaches to intimate care are not markedly different between individuals

## Guidelines

1. **Children and their parents should have confidence in the staff:**  
All staff involved in Intimate Care routines will have been police checked and will receive appropriate training to carry out this aspect of their work. Parents or carers will receive a copy of the School's Intimate Care policy and procedures and will be offered an opportunity to discuss their child's needs with an appropriate member of staff and contribute to the child's personal care plan (outlined below).
2. **Ensure privacy, appropriate to the child's age and gender:**  
The school takes the view that a child's need for privacy and dignity should be respected. All children will be changed in a discreet area with all of the necessary equipment to hand i.e. changing mat, protective gloves, wipes, clean nappies, change of clothes etc. Many intimate care tasks will be carried out by one person. This practice is actively supported unless the task requires two people. The normal process of changing a nappy should not raise child protection concerns as all staff have been police checked. If there is a known risk of false allegation by a child then a risk assessment should provide strategies to lessen the risk. The school remain highly vigilant for any signs or symptoms of improper practice, as they do for all activities on site. A student on placement should not change a nappy unsupervised.
3. **Carers should be aware of the abilities of the child:**  
The child should be enabled and encouraged, as far as is reasonably possible, to contribute to his/her own intimate care
4. **Children have the right to be respected:**  
Respect of the child's body and integrity should be included in all care procedures. Ideally, someone who has a positive long-term relationship with the child should carry out intimate care tasks. New members of staff should get to know the children in the classroom context before getting involved in Intimate Care tasks.
5. **A strong focus should be evident on choice and decision making skills:**  
Wherever appropriate, decision making should be an integral part of the process – e.g. Do you want to go to the toilet or not? Should we wash your hands or face first? Can I help fasten your trousers?
6. **Pupils will be prepared and involved in what is going to happen:**  
Staff will raise the child's awareness of the process. Objects of reference, symbols, signs, gesture and verbal explanation will be given as appropriate
7. **Intimate Care tasks are not an interruption to the timetable:**  
These practices should be valued as part of each child's essential curriculum. They are an opportunity to develop independent and age-appropriate skills, increase dignity and to raise self-esteem.
8. **Never do any task unless you are confident in your ability to do it**  
Never guess; ask a colleague to help.
9. **If you are concerned – report it**

Intimate Care tasks should never be approached light heartedly. If a child has soreness or something to cause you concern, follow the School's Child Protection Procedures.

## 10. Health and Safety Issues

Barrier materials will always be used e.g. disposable gloves and aprons (please see changing procedure below). Appropriate Lifting and Handling Procedures will be followed when necessary.

**Agreed Procedure:**

The following is a general procedure for changing a child and must be displayed in changing facility area.

- Staff to wear disposable gloves and aprons while dealing with the incident
- Soiled nappies to be double wrapped and placed in a hygienic disposal unit.
- Changing area to be cleaned after use with anti-bacterial spray.
- Hot water and liquid soap available to wash hands as soon as the task is completed
- Hot air dryer or paper towels available for drying hands.

**Personal Care Plans:**

In addition to the above general change procedure a Personal Care Plan will be written for each child requiring intimate care on a regular basis, to ensure that staff follow correct procedures and are not worried about false accusations of abuse. Parents will contribute to the writing of this document and will be given a copy to ensure that they are aware of the procedures the school will follow should their child need changing during this time.

This will include the following information:

- Who will change the nappy
  - child's key worker
- Where nappy changing will take place
  - bearing in mind equipment/resources needed and privacy for the child
- What resources will be used
  - cleansing agents used or cream to be applied
- How the nappy will be disposed of.
  - e.g. double bagged/ use of nappy disposable unit
- How the child's clothes, if soiled, will be rinsed and washed or passed back to the parent.
- Spare clothes that will be needed
- What infection control measures are in place
- How often the child should be changed - at all times the child's comfort, dignity and own wishes are paramount.
- What the staff member will do if the child is unduly distressed by the experience or if the staff member notices marks or injuries
- Agreeing a monitoring procedure to log when, who and details of the change.  
(Please see appendix.)
- Agreeing to review arrangements should this be necessary. This kind of agreement should help to avoid misunderstandings that might otherwise arise, and help parents feel confident that the school is taking a holistic view of the child's needs and the child feel confident that his/her personal care will be dealt with in a dignified and inclusive manner.

**RESOURCES:**

School will seek parental views on practices at home (see Personal Care Plan). Preferred materials will be used and parents will be encouraged to resource their child's needs whenever possible.

School will ensure that there are the following for staff to use while carrying out intimate care:

- Disposable gloves and aprons
- A hygienic disposal unit.
- Cleaning products to clean changing area after use.
- Hot water and liquid soap available to wash hands.
- Hot air dryer or paper towels available for drying hands.

Depending on the variable factors involved, it could take ten minutes or more to change an individual child. This is not dissimilar to the amount of time that might be allocated to work with a child on an individual learning target, and of course, the time spent changing the child can be a positive, learning time. However, if several children wearing nappies enter the school there could be clear resource implications. In such a situation, the Foundation Stage Leader will speak to the SENCO to ensure that additional resources from the school's delegated SEN budget are allocated to the Foundation Stage to ensure that the children's individual needs are met. Advisors at the Early Learning and Childcare Service can also be contacted for advice.

Established:	January 2011	
Revised:	September 2014	



Personal Care Plan		
Name:		
Date of Birth:		
Date plan started:		
Who will change the child?		
Where will the child be changed?		
How often should the child be changed?		
What resources will be needed? Who will provide these resources	Disposal bin Changing mat/area Disposable gloves Disposable aprons Spare clothes including underwear Nappies Nappy sacks Wipes Creams	School School School School
Agreed changing procedure:	<ul style="list-style-type: none"> <li>• Staff to wear disposable gloves and aprons while dealing with the incident.</li> <li>• Soiled nappies to be double wrapped and placed in a hygienic disposal unit. (if appropriate)</li> <li>• Changing area to be cleaned after use.</li> <li>• Soiled clothes to be double wrapped in a carrier bag and returned to the parent at the end of the day.</li> <li>• Hot water and liquid soap available to wash hands as soon as the task is completed.</li> <li>• Hot air dryer or paper towels available for drying hands.</li> </ul>	
What procedure will be followed if the child becomes distressed or refuses to be changed by school staff?	<p>Ensure one of the named key people above have tried to change and reassure the child.</p> <p>Parents/carers to be contacted.</p>	
Monitoring procedure:	<p>Please see attached <b>TOILET TRAINING/CHANGING PLAN.</b></p> <p>This will be kept in school and parents/carers will be informed verbally at the end of the day if there have been any changes to the normal changing routine.</p>	
Any additional information.		
Review date:		