



Personal and Intimate Care Policy

St Joseph's is a **happy**, welcoming **community**, enriched by our **diversity**, where we strive to be **better than our best**.

A place where we **love** one another, love **learning**, love **Jesus** and **love life**.

Date of Policy	Autumn Term 2022
Next Review	Autumn Term 2023

This policy and guidelines has been written in response to a need within school and is closely linked and should be read in conjunction with our policies on:

Safeguarding/Child Protection

Health and Safety

Early Years Foundation Stage (EYFS)

Introduction

At St. Joseph's Catholic Primary School, we are committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Unless children have special educational needs, we will normally expect that parents/carers prepare their children for school by showing them how to dress and undress independently and manage their own personal hygiene. Every effort should be made to encourage independence before children arrive at school. We do, however, recognise that delayed continence of Foundation Stage children is not necessarily linked with learning difficulties and that children of this age are likely to be at various levels of maturity with their continence, health and/or personal development.

Aims

- To ensure that children are treated with respect when intimate care is given
- To ensure that the intimate care of children must never cause worry, distress, humiliation or pain and everything will be done to avoid embarrassment
- To consider every child's needs individually, taking full account of their age, special needs disability and gender
- To ensure that the provision of intimate personal care fully meets the needs of the school's child protection policy
- To provide for the needs of children who are incontinent, in line with the Special Educational Needs and Disability Act 2001 as far as is reasonably practicable
- To ensure that parents are involved and where urgent or emergency care is given, parents/carers will be contacted at the earliest opportunity

Key Procedures

- Where the need for personal intimate care is known in advance (particularly with regard to admission of SEND pupils), the members of the staff who provide it will be properly trained to do so and are fully aware of best practice
- In Early Years, we will give particular attention to planning for the development of independence skills, particularly for children who are highly dependent on adult support for personal care
- Children will not be excluded from everyday educational activities solely because of a manageable condition

- Staff will encourage each child to do as much as they can for themselves e.g. giving the child responsibility for washing themselves
- Where children have identified special needs that require personal and intimate care, individual intimate care plans will be drawn up for children as appropriate to suit the circumstances of the child. A record will be kept of each occasion the child is changed including time and duration.
- Where a child with special educational needs has on-going intimate care needs, arrangements will be discussed with parents/carers on a regular basis and recorded on the child's care plan
- 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 school's Child Protection procedures will be adhered to at all times

Staff Guidelines

For children requiring support:

- The teaching assistant will inform the teacher discretely that they are going to change a child
- The teaching assistant will explain to the child what they are going to do to help clean them up
- The adult will take the child to the toilet area in the Foundation Stage or if the child is in an older year to the relevant toilet area, ensuring dignity and privacy are respected.
- With older children the disabled toilet facilities offer privacy, however, in an emergency the nearest toilet facilities will be used and a 'Do Not Enter' sign will be placed on the outer door until changing is complete.
- The child will normally be asked to stay standing
- Adults should wear disposable rubber gloves
- Only essential garments should be lowered or removed
- Remove soiled nappy/underwear
- When washing or wiping always do the front to back to prevent infection
- Replace nappy/underwear (child encouraged to help if able to do so)
- Encourage child to wash and dry hands
- Tidy and clean changing area disposing of soiled items
- Soiled nappies should be bagged and disposed of hygienically in the nappy bins provided
- Children who have soiled clothing will be changed into clean clothing following our intimate care procedures. Soiled clothing will be bagged. Bags will be tied up/closed/sealed and stored out of the reach of children. They will be handed to parents/carers discretely upon collection of the child
- Wash own hands

- The adult will ensure changing areas are clear and visible to other members of staff. For children who are incontinent, the changing bed in the MI room will be used
- Each child with a care plan has their own bag containing their nappies or 'pull ups', spare clothing and changing wipes. Children in Early Years bring spare clothes in the event of an accident. In an emergency, school will provide appropriate temporary clothing, which parents will be expected to wash, iron and return.
- Ordinary pants that have been wet or soiled are rinsed and double bagged for the parent to take home
- Children access the toilet when they have the need to and are encouraged to be independent

Health and Safety

- Staff to wear disposable gloves while dealing with an incident
- Soiled nappies/underwear to be double wrapped and placed in the bins provided
- Changing area to be cleaned after use
- Hot water and liquid soap available
- Hot air dryer or paper towels available for drying hands

Asking parents of a child to come and change a child is likely to be a direct contravention of the Disability Discrimination Act 2005 and leaving a child in a soiled nappy for any length of time pending the return of the parent is a form of abuse and will be a disciplinary matter. St. Joseph's Catholic primary school has a 'duty of care' towards children's personal needs.

Facilities

There are changing and showering facilities located in the MI room, accessible through the nursery. If a child needs assistance to be cleaned in the general toilets a 'Do not enter' sign (visually illustrated) should be placed on the toilet door to ensure privacy and dignity are maintained during time taken to change the child.

Child Protection

There is no legal requirement for two adults to be present and such a requirement might be impractical. The normal process of changing a child who has had an accident 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 changing process to ensure abuse does not take place. However, the adult will ensure changing areas are clear and visible to other members of staff.

If there is a known risk of false allegations by a child then a single practitioner should not undertake changing. Personal and intimate care of children with special needs and /or disabilities will be undertaken with sensitivity, the need to protect staff and in accordance with the needs and wishes of the child and parent/carer wherever practicable.

Here at St. Joseph's Catholic School, there is an open culture of challenge. We have an effective whistle blowing policy in place which staff have signed up to. Staff are confident to raise any issues with senior staff should they have any concern about the behaviour or practice of another member of staff.

A student on placement, works experience and visitors will not be responsible for the intimate care of any child in our school/nursery.

Resources

If several children wearing nappies enter the foundation stage provision there could be resource implications. The Foundation Stage Leader will consult with the school SENDCO to ensure additional resources from the school's delegated SEND budget are allocated to the Foundation Stage to ensure that the children's individual needs are met.

What to do if a child becomes distressed during the changing process

Talk to the child through each step and reassure them that they will feel much better when they are clean. If the distress is such that it is difficult to continue then stop the changing process. If this results in a hygiene issue then parents should be contacted to explain the situation and an agreed course of action established. In any event a record must be made of distress, whether or not the changing was completed and parents informed as soon as possible. If there is any concern re child protection issues these should be dealt with in accordance with school policy.

What to do if any marks or redness are seen

If marks or redness are seen then this should be reported to the child's parents as soon as possible. If there are any child protection concerns these should be dealt with in accordance with school policy.

Partnership Working

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

Monitoring and Evaluation

Governors will review this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Local Governing Committee receives recommendations on how the policy might be improved.

Appendix 1

Personal and Intimate Care policy - Information for Parents/Carers

Although it is expected that children will be making reasonable progress towards their personal toilet routine, we understand that occasional accidents may happen and that children may be attending Foundation Stage in nappies and may be required at times to be changed by a trained member of staff.

Considering the interests of both the parent/carer of the child and the school and their mutual understanding of the expectations of each other, the following has been drawn up to define the responsibilities that each partner has. It is hoped that this helps avoid any misunderstandings that might otherwise arise, and help parents/carers feel confident that the school is taking a holistic view of the child's needs.

We will work with parents/carers of those children who are not toilet trained by:

- ✚ Not refusing admittance
- ✚ Agree to change
- ✚ Agree how often
- ✚ Providing a private area for a child to be changed
- ✚ Agree to report to a parent
- ✚ Only allowing staff with CRB to do toileting
- ✚ Encourage children to use the toilet as appropriate
- ✚ Agree to review arrangements if necessary
- ✚ Discuss and take the appropriate action to respect the cultural practices of the family

We will work with parents towards successfully toilet training of their child. We will require parents/carers to:

- ✚ Agree to ensure that their child is changed at the latest possible time before being brought to school/nursery
- ✚ Supply nappies/pull ups/pants/wet wipes and a change of clothing for their child in a named bag
- ✚ Agree to inform school should the child have any rash/marks
- ✚ Agree to a 'minimum change' policy i.e. the school would undertake to change the child more frequently than if he/she were at home
- ✚ Agree to who will do the changing
- ✚ Agree to encourage the child's participation in toileting procedures wherever possible
- ✚ Agree to review arrangements if necessary

Signed:

..... Dated:

By the **Parent/Carer**

On behalf of my child: Dated:

..... (Please print child's name)

Signed: Dated:

.....

By the **Keyworker/Teacher**

Appendix 2

Intimate Care Partnership Working
Progress Record (independence in self-help skills)

Name of Child:

Name of Parent:

Name of Keyworker/Teacher:

Date:

Focus:

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Review Date:

Review:

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