

# Harewood Primary School

## Intimate Care Policy

Adopted Date: October, 2016  
Updated: February, 2018  
Review Date: February, 2019

Signed:

**In conjunction with Stockton on Tees Policy and Practice Guidance to foster safer working practices for Intimate Care and Dignity for the child or young person requiring adult support.**

It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

(Taken from A Summary of the rights under the Convention on the Rights of the Child)

**Purpose of the guidance**

This guidance refers to all children, of any age, who may require support for intimate/personal care from an adult on a daily basis and those who may require it occasionally or exceptionally.

As with all developmental milestones, there is a wide variation in the time at which children and young people develop and intimate/personal care may need to be provided at any stage.

Staff who work with children and young people or those with special needs will realise that the issue of intimate/personal care is a difficult one and will require staff to be respectful of children's needs. Intimate care can be defined as care tasks of an intimate nature, children and young people's dignity would need to be preserved and a high level of privacy, choice and control would need to be provided to them.

Schools are committed to ensuring that all staff responsible for the intimate/personal care of children will undertake their duties in a professional manner at all times at the appropriate developmental level and degree of understanding. No child should be attended to in a way that causes distress or pain. This guidance is to help ensure good practice in this area.

**Legislation**

This policy and practice will support staff to overcome any challenges and be confident they are meeting the requirements of the Early Years Foundation Stage, Special Educational Needs and Disability Act (2001), the Disability Discrimination Act (1995), Equality Act (2010) and related legislation. See policy for Supporting Children at School with Medical Conditions, Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>, Education Health Care Plans 37 – 50.

The Equality Act (2010) states that the responsible body of a school must not discriminate against a person:

- (a) In the arrangements it makes for deciding who is offered admission as a pupil.
- (b) As to the terms on which it offers to admit the person as a pupil.
- (c) By not admitting the person as a pupil.

It is not acceptable to ask parents to come to change their child if a child has a recognised disability as this is a direct contravention of the Act. Also leaving any child soiled for any length of time is considered a safeguarding issue since it places the child at risk of significant harm.

**Facilities**

Current Department of Education recommendations for purpose built foundation stage units include an area for changing and showering children to meet and support the development needs of young children.

If a school does not fall within this category, a suitable place for changing children, including providing the necessary resources should be provided. The Department of Health recommends an extended cubicle with a wash basin be provided within the class toileting area. It recommended that:

1. Where possible children or young people are changed standing up
2. Less mobile children or young people, or children in the foundation stage, may prefer to be changed on a suitable changing mat on the floor whilst still ensuring the dignity of the child.
3. Dispose of nappies observing the appropriate procedures.

At Harewood a WC in the Early Years setting has an extended floor space and a shower although children are always changed standing up. Changing children with particular needs who still wear nappies is supported through the provision of Pull Ups.

### **Safeguarding and Welfare Requirements**

All staff working in schools with this responsibility of carrying out intimate/personal care procedures must have been recruited and selected robustly with appropriate levels of vetting checks necessary for their role. The Disclosure and Barring Service (DBS) are rigorous and are carried out to ensure the safety of children with staff employed at school. Schools have a duty to ensure staff are not employed without a DBS. There is no legal requirement that a second member of staff must be available to supervise the intimate care process.

[Guidance for Safer Working Practice Oct 2015.pdf](#) point 15 Intimate/Personal Care.

**Best Practice guidance would be** 'staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken'.

At Harewood Primary School the common area of the Nursery washroom has a camera which can be seen by other staff in the setting as a safeguarding measure. There are frosted glass vision panels in the Reception WC.

### **Management of Intimate Care Support in Harewood Primary School**

#### **Staffing**

Teaching Assistants have been given working conditions at level 2 which means that there is some exposure to disagreeable, unpleasant environmental working conditions i.e. toileting as an inherent part of the job role.

At Harewood Primary School all Early Years Teaching Assistants are Level 2 and above and work within these Intimate Care Guidelines.

Under normal circumstances, it would be expected that this job be carried out by TAs and not by Teachers – although in extreme urgent cases no adult looking after a child should refuse to change them.

At Harewood Primary School Teachers and Teaching Assistants work within these Intimate Care Guidelines.

#### **Agreeing a Procedure for Support in your School**

Specific issues around toileting should be discussed at a private meeting with the parent/carer prior to admission into school. The meeting will also provide an opportunity to involve other agencies as appropriate, such as a Health Visitor, School Nurse or Children's Centre Staff.

A home/school intimate/personal care support policy should be in place which makes clear the partnership with parents when children are coming to your school. Such an agreement helps to avoid misunderstandings and also helps parents/carers feel confident that the school will meet their children's needs. See Practice guidance for example.

Where appropriate, parents and school staff will also need to agree a personal intimate care plan and training programme. Should a child with complex intimate care needs be admitted, the child's medical practitioners will need to be closely involved and a separate more specialised individual intimate care plan may be required.

Harewood Primary School staff complete an Intimate Care Plans for and liaise with a range of professionals where appropriate. See Appendix 1

Students, work experience students, parents and volunteers **should never** be involved in intimate/personal care issues. See working practice guidance and Child Protection and Safeguarding Policy.

At Harewood Primary School students don't support with Intimate Care.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising. See Child Protection and Safeguarding Policy and Confidential Reporting Policy.

### **Partnership Working**

Best practice guidance includes school making reasonable adjustments to meet the child or young person's personal needs.

Schools are expected to meet the needs of children with delayed personal development in the same way as they would meet the individual needs of children or young people with any other delayed development eg language. Children and young people should not be excluded from normal school activities because there may be intimate/personal care issues.

Good practice should be for schools to engage with all families, and staff should take care both verbally and in terms of their body language to ensure that the child or parents are never made to feel as if their individual needs cannot be met.

If there are a significant number of young children arriving at school who have not yet developed their intimate/personal care skills, staff are advised to contact the Health Visiting Team or Children's Centre in their area to discuss their concerns. Staff at Children's Centres are able to organise a course for parents relating to the intimate care concerns.

If children are entering primary or secondary school with intimate/personal care needs which have not been addressed staff are advised to contact the specialist community nursing service.

This means that schools should:

- Have written care plans in place for any pupil who could be expected to require intimate care
- Ensure that pupils are actively consulted about their own care plan

This means that staff should:

- Adhere to their organisation's intimate and personal care and nappy changing policies
- Make other staff aware of the task being undertaken
- Always explain to the pupil what is happening before a care procedure begins

- Consult with colleagues where any variation from agreed procedure/care plan is necessary
- Record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers
- Avoid any visually intrusive behaviour
- Where there are changing rooms announce their intention of entering
- Always consider the supervision needs of the pupils and only remain in the room where their needs require this.

This means that adults should not:

- Change or toilet in the presence or sight of pupils
- Shower with pupils
- Assist with intimate or personal care tasks which the pupil is able to undertake independently.

The best interest of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. (Taken from Article 3 Best Interests of the Child) from the Convention on the Rights of the Child.

Date reviewed February 2017.