



Neatishead, Salhouse & Fleggburgh Federation

Intimate Care Policy

*Our schools aim to be happy and safe places where everyone shares a love of learning.
Our Christian core values of respect, responsibility, courage, trust, perseverance and
compassion underpin all we do.*

'Soar on Wings'

Formally adopted by the Governing Board	
On:-	30/01/2019
Chair of Governors	R Barker
Date for review:-	Jan 2021

Our school is the secure base from which we ‘soar on wings’ to realise our ambitions.

Through valuing one another and the world in which we live, we flourish.

Through providing rich opportunities, we can imagine fulfilling futures.

Through a shared love of learning, we transform lives.

Introduction:

This policy should be read alongside all Safeguarding Policies and NCC Guidance for Intimate Care and Toileting of Disabled Pupils in Mainstream Schools. (See Appendix 1)

Neatishead & Salhouse Federation Primary Schools are committed to ensuring that all staff responsible for intimate care of children and young people will undertake their duties in a professional manner at all times.

Both schools takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

The Governing Board recognises its duties and responsibilities in relation to the Equality Act 2010 which requires that any child with an impairment that affects his/her ability to carry out normal day-to-day activities must not be discriminated against.

We recognise that there is a need for children and young people to be treated with respect when intimate care is given.

No child shall be attended to in a way that causes distress, embarrassment or pain.

Staff will work in close partnership with parents and carers to share information and provide continuity of care.

Definition:

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are unable to do. Disabled pupils may be unable to meet their own care needs for a variety of reasons and will require regular support.

Aims

- To develop a whole school approach which ensures that the needs of the children are paramount and their rights and privacy are respected.
- To ensure children are able to express choice and have a positive image of their own body.
- To ensure children feel safe and secure.
- To ensure children are respected and valued as individuals.
- To ensure intimate care procedures minimise any risks associated with intimate care.
- To adhere to the Norfolk Safeguarding Children Board (NSCB) procedures.

- To ensure the procedures are non-discriminatory and that parents of children with disabilities are not asked to do more than their peers who do not have children with disabilities.

Our approach to best practice:

All staff carrying out intimate care of children in the school must be aware of and follow the procedures and advice outlined below:

- Any adult involved in intimate care should be a member of the school staff, not a volunteer or parent helper.
- Staff who provide intimate care are trained to do so (including Child Protection, and Norfolk Steps where appropriate) and fully aware of best practice.
- The management of all children with intimate care needs will be carefully planned.
- Individual care plans will be drawn up for any pupil requiring regular intimate care
 - Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the care plan
 - Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist and/or School Nurse.
- There is careful communication with any pupil who requires intimate care in line with their preferred means of communication to discuss needs and preferences.
 - Ensure staff are aware of the Safeguarding Policy, which includes child protection and procedures in place within the school. If concerned about a child's actions or comments whilst carrying out intimate care, staff should record this and discuss with the schools designated person for child protection.
 - Children who need changing during lesson time due to a toileting accident should be changed in the first aid room or in the disabled toilet as this is the most appropriate space and allows privacy and/or supervision. Children in the Nursery/Reception classrooms who need changing will be changed in the Nursery/Reception toilet areas.
 - Use the nature of the accident and the knowledge of the child to make a judgement on how many adults should be involved in intimate care. In some cases, it can be advisable to have two adults in attendance. This could be in cases where the child is identified as vulnerable, is on the child protection register or where knowledge of the child or family indicates there could be difficulties or allegations made. If a member of staff decides that it is appropriate to change the child on their own, they must inform another member of staff prior to doing so.
 - Consider the dignity of the child and allow them to make a decision on how they are assisted. Ask the following questions if relevant: ☐ Would you like some help? ☐ Would you like me to help you? ☐ Would you like me to come with you and wait outside the door in case you need any help?
 - Ensure another member of staff, preferably the class teacher if during lesson time, knows that you are withdrawing the child and why.
 - Speak to the child by name and explain what is happening. Ensure privacy appropriate to the child's age and situation.

- Pupils will be supported to achieve the highest level of independence possible, according to their individual condition and abilities
- If children can change themselves, wait outside the door with the younger children and reassure them you are there. If the child is mature enough, offer the option of going alone without an adult. Professional judgement should be used.
- Be aware and responsive to the child's reactions if assisting with intimate care.
- Ensure any religious and cultural values are taken into account.
- Ensure spare clothing is readily available.
- If washing is required, use water and a disposable cloth. Encourage the child to wash any intimate parts of the body. Wipes may only be used if sent in from home.
- Any injuries needing intimate care should be dealt with sensitively. The Head or Deputy should be called in such circumstances and parents may be requested to attend as appropriate.
- Gloves should be used if assisting in any form of intimate care and disposable aprons if required for heavy soiling.
- Dispose of any used items appropriately.
- If necessary, clean and disinfect any soiled surfaces once the child has returned to the classroom.
- In the case of severe soiling where the child would need a bath or shower then the parent/carer can be contacted and the child taken home.
- If a child has need of support or reassurance after the incident, an appropriate space should be used.
- Where a care plan is not in place and a child has needed help with intimate care (in the case of a toilet 'accident') then parents/carers will be informed the same day. This information should be treated as confidential and communicated in person or by letter (not via the home school link book)
- Confidentiality should be maintained at all times between child, school and parent/carer.
- Staff with concerns over any aspect of intimate care should discuss these with the Head or Deputy.

Child Protection:

The Governors and staff of both schools recognise that disabled children are particularly vulnerable to all forms of abuse.

Child Protection and Multi-Agency Child Protection procedures will be adhered to at all times.

- If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises or soreness for example) s/he will immediately report concerns to the Designated Person for Child Protection.
- If a child becomes distressed or unhappy about being cared for a particular member of staff, the matter will be investigated at an appropriate level and outcomes recorded.
- Parents/carers will be contacted at the earliest opportunity as part of the process of reaching a resolution. Further advice will be taken from partner agencies.
- If a child makes an allegation about a member of staff this will be investigated in accordance with agreed procedures.

Intimate Care and Toileting of Disabled Pupils in Mainstream School.

- An increasing number of children and young people with disabilities and medical conditions are being included in mainstream settings. A significant number of these pupils require adult assistance for their personal and intimate care needs.
- In order to meet their responsibilities under the Equality Act 2010 legislation, schools must make 'reasonable adjustments' to avoid disabled pupils being put at a substantial disadvantage to their non-disabled peers. These adjustments may include the provision of personal and intimate care.
- Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are unable to do. Disabled pupils in mainstream schools may be unable to meet their own care needs for a variety of reasons and will require regular or occasional support.
 - Disabled pupils in schools will include those with Cerebral Palsy, Muscular Dystrophy, Downs Syndrome, Epilepsy, and Diabetes, visual and hearing impairments, ADHD, Autistic Spectrum Disorder, gross obesity and HIV/AIDS amongst many others. Some of these disabled children and young people will have delayed continence as a result of their condition, or may never be able to attain continence.
- Schools have a responsibility to meet the needs of pupils with delayed personal development in the same way that they would meet the needs of children with delayed development in any other area. Disabled children should not be excluded from any activity due to incontinence, sent home to change, or parents expected to attend school to deal with toileting needs.
 - Any adults assisting with intimate care should be employees of the school.
- Where a routine procedure needs to be established, a care plan should be prepared in consultation with all relevant parties. It is vital that care plans are prepared prior to admission, and where possible opportunities are made for the pupil and family to meet the staff who will be providing intimate care. The plan should be signed by all who contribute and reviewed on a regular basis.
- Designated staff may require training in safe moving and handling.
- Where basic care is required (similar to that normally provided by any parent or carer) then little or no training may be necessary.

Appendix 1

NCC Guidance for Intimate Care and Toileting of Disabled Pupils in Mainstream Schools

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1. Introduction

An increasing number of children and young people with disabilities and medical conditions are being included in mainstream settings. A significant number of these pupils require adult assistance for their personal and intimate care needs.

In order to meet their responsibilities under the Equality Act 2010 legislation, schools must make 'reasonable adjustments' to avoid disabled pupils being put at a substantial disadvantage to their non-disabled peers. These adjustments may include the provision of personal and intimate care.

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are unable to do. Disabled pupils in mainstream schools may be unable to meet their own care needs for a variety of reasons and will require regular or occasional support.

Intimate care tasks are associated with bodily functions, body products and personal hygiene that demand direct or indirect contact with, or exposure of the genitals.

Examples include support with dressing and undressing (underwear), changing incontinence pads and nappies, helping someone use the toilet or washing intimate parts of the body.

Personal care tasks include help with feeding, prompting to go to the toilet, washing non-intimate body parts or support with dressing and undressing.

Help may also be needed with changing colostomy bags, catheters and other such equipment. It may also require the administration of rectal medication. Guidance on these medical interventions should be sought from relevant Health professionals.

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supporting pupils with medical conditions can be found on Schools' PeopleNet or directly from the GOV.UK website.

This guidance is based on information in 'The Dignity of Risk' produced by the Council for Disabled Children, National Children's Bureau and Shared Care Network, and the guidance of other Local Authorities including Surrey and Devon County Councils. With thanks to Norfolk Family Voice, Children's Services and Health colleagues for their comments and support in the production of this guidance.

For ease of reading, continence products of all types are referred to as 'nappies'. For parents, please read 'parents, carers or other person with parental responsibility'

2. The Equality Act 2010 Legislation

The Equality Act 2010 provides protection for anyone who has a 'physical or mental impairment that has a substantial, long term and adverse effect on his/her ability to carry out normal day to day activities'.

Disabled pupils in schools will include those with Cerebral Palsy, Muscular Dystrophy, Downs Syndrome, Epilepsy, and Diabetes, visual and hearing impairments, ADHD, Autistic Spectrum Disorder, gross obesity and HIV/AIDS amongst many others. Some of these disabled children and young people will have delayed continence as a result of their condition, or may never be able to attain continence.

Schools have a responsibility to meet the needs of pupils with delayed personal development in the same way that they would meet the needs of children with delayed development in any other area. **Disabled children should not be excluded from any activity due to incontinence, sent home to change, or parents expected to attend school to deal with toileting needs.**

A disabled child must not be put at a substantial disadvantage compared with his non-disabled peers, and the school has a legal duty to make reasonable adjustments to ensure less favourable treatment does not occur.

The Disability Equality Duty requires schools to promote positive attitudes towards, and eliminate harassment of disabled people. Establishing good practice in intimate care procedures will help a school meet its duties in these and other areas of the Duty.

An admission policy that sets a blanket requirement for continence, or any other aspect of development, for all children is discriminatory. Schools should be reviewing all policies and practices to ensure compliance with the law.

3. Aims

The aim of this document is to:

Provide guidance and reassurance to staff

Safeguard the dignity, rights and well being of disabled children and young people, and

Guidance for Intimate Care and Toileting of Disabled Pupils in Mainstream Schools

To assure parents and carers that staff are knowledgeable about intimate care and that their child's individual needs and concerns are taken into account

To protect pupils from discrimination and ensure an equality of opportunity for all children and young people in Norfolk schools

Many schools will have a policy in place that has worked well to date in matters of intimate care. It is important that this policy is reviewed to ensure that it is non-discriminatory. For example, a common policy for schools has been to request parents to attend to deal with toilet accidents. However, where a disabled child is incontinent as a result of his impairment, his/her welfare needs **must** be met by the school.

4. Principles

Children and young people should be encouraged to express choice and to have a positive image of their body

Children and young people have the right to feel safe and secure

Children and young people have the right to remain healthy

Children and young people should be respected and valued as individuals

Children and young people have a right to privacy, dignity and a professional approach from staff when meeting their needs

Children and young people have the right to information and support to enable them to make appropriate choices

Children and young people have the right to complain about their intimate care and have their complaint dealt with

A pupil's Intimate/Personal care plan should be designed to lead to as much independence and control as possible

5. Vulnerability to Abuse

Disabled children and young people are particularly vulnerable to abuse and discrimination. It is vitally important that all staff members are familiar with the school's Safeguarding and Child Protection policy and procedures.

Disabled children can be more vulnerable to abuse because:

They often have less control over their lives than their peers

They do not always receive appropriate sex and relationships education, or if they do may not understand it, so are less able to recognise abuse

They may have multiple carers through residential, foster or hospital placements

Changes in appearance, mood or behaviour may be attributed to the child's disability rather than abuse

They may not be able to communicate what is happening to them

Intimate care that involves touching the private parts of a disabled pupil may leave staff more vulnerable to accusations of abuse. It is unrealistic to eliminate all risk, but the vulnerability places an important responsibility on staff to work in accordance with agreed procedures. **Guidance for Intimate Care and Toileting of Disabled Pupils in Mainstream Schools** Page 4 of 7

Where there have been accusations or incidents of abuse in the past, or the risk of such is assessed as high, then two staff members should be present at all times during intimate care procedures.

6. Partnership with Parents

Partnership is important in all educational environments and is especially vital in relation to intimate care. Parents and carers have information to make the process as comfortable as possible, and knowledge and understanding of religious/cultural sensitivities.

Prior permission must always be obtained from parents/carers before intimate care procedures are carried out.

Exchanging information with parents is essential via telephone, personal contact or correspondence, though no information about intimate care should be recorded in home/school books.

7. Multi-Agency Working

Disabled pupils will be known to a number of other agencies and it is important that positive links are made with all those involved in the child's care. This will enable the school to take account of the skills, knowledge and expertise of other professionals and will ensure that the pupil's well being and development remain the focus of concern. It is good practice for a school to nominate a named member of staff to co-ordinate links with other agencies. In practice, this role often falls to the SENCO or other senior staff member.

Achieving continence is a milestone usually reached before a child starts at school, but for many disabled children it is delayed or is never possible. Health professionals will be able to advise on the likely development of an individual child based on their knowledge of the impairment. Assistance with the management of toileting needs should be provided sensitively to allow maximum access to the curriculum, the whole life of the school, and dignity in front of staff and peers.

8. The Pupil Voice

It is important that the child or young person, subject to their understanding, is allowed to express a preference regarding his/her intimate care. Terminology for private parts of the body and functions to be used by staff should be agreed. It is the responsibility of all staff caring for a child or young person to be aware of the method and level of communication used. This could include signs, symbols, eye pointing or vocalisations.

9. Designated Staff

Recruitment and selection of staff to be involved in intimate care should be made following the usual Criminal Records Bureau checks, equal opportunities and employment rights legislation. Personnel providing intimate care are in a position of great trust and responsibility and the importance of their role in promoting personal development of pupils is invaluable.

Where intimate care is not detailed in a job description, then only staff members who have indicated a willingness to do so should be required to perform such tasks. All staff carrying out these tasks should be properly trained and supported. **Guidance for**

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Wherever possible, staff should work with pupils of the same sex in providing intimate care, respecting their personal dignity at all times. It is recognised that there are more female than male support staff in schools meaning that boys will often be supported by a female adult. Male adults should not normally be involved in providing intimate care for girls. Religious and cultural values must always be taken into account.

The number of adults required to carry out procedures will depend upon individual circumstances and should be discussed with all concerned. To preserve the child's privacy and dignity one adult will normally be in attendance. Where there are concerns around Child Protection, previous allegations or moving and handling issues then two adults should provide care. Knowledge of the child should be used to help assess the risk. It is essential that all staff are familiar with the Child Protection Policy and Procedures, and if there are any concerns, they should be recorded and discussed with the school's Designated Person for Child Protection.

Any adults assisting with intimate care should be employees of the school.

Trained staff should be available to cover for absences.

Where appropriate staff should receive Moving and Handling training.

10. A Suitable Environment

Most schools will now have an accessible toilet but some of the older facilities will not have sufficient room for a changing bed or hoist. Every school should be planning to have a fully accessible changing area (detailed in the school's Access Plan) if one is not already available.

Schools admitting a disabled pupil with intimate care needs should liaise with Health Professionals and the Norfolk Children's Services Estates and Infrastructure team to organise timely adjustments.

In addition to a suitable facility schools should also consider:

The availability of hot and cold running water

Protective clothing including aprons and gloves

Nappy disposal bags

Supplies of nappies (provided by family – often from the Health Authority)

Wipes and cleaning cloths

Labelled bins for the disposal of wet and soiled nappies. (Soiled items should be double-bagged.)

Special arrangements for the disposal of any contaminated or clinical materials including sharps and catheters

Supplies of suitable cleaning materials, anti bacterial sprays and handwash for example

Appropriate clean clothing (preferably the child's own)

Effective staff alert system for help in an emergency

Arrangements for menstruation when working with adolescent girls

Guidance for Intimate Care and Toileting of Disabled Pupils in Mainstream Schools

11. Intimate Care Plans

Where a routine procedure needs to be established, a care plan should be prepared in consultation with all relevant parties. It is vital that care plans are prepared prior to admission, and where possible opportunities are made for the pupil and family to meet the staff who will be providing intimate care. The plan should be signed by all who contribute and reviewed on a regular basis.

When writing a plan, whole school and classroom management considerations should be taken into account, for example:

The importance of working towards independence

Arrangements for home/school transport, sports days, school visits, swimming etc

Substitutes in case of staff absence

Strategies for dealing with bullying/harassment (if the child has an odour for example)

Seating arrangements in class (ease of exit)

A system to leave class with minimum disruption

Avoiding missing the same lesson for medical routines

Awareness of discomfort that may disrupt learning

Implications for PE (changing, discreet clothing etc)

Any plan should be clearly recorded to ensure clarity of roles, responsibilities and expectations. A procedure should be included to explain how concerns arising from the intimate care process will be dealt with.

12. Training

The requirement for training will vary between schools and will be influenced by the needs of individual pupils. The school nurse and specialist Health professionals will offer support. For intimate care needs, training and advice to staff should include how to deal with sexual arousal in the young person if appropriate.

Designated staff may require training in safe moving and handling.

Where basic care is required (similar to that normally provided by any parent or carer) then little or no training may be necessary.

In the case of medical procedures such as catheterisation then specialist training is vital before any procedure is undertaken.

13. Good Practice in Intimate and Personal Care

Getting to know the pupil before working with him/her

Being aware of any cultural or religious sensitivities related to aspects of intimate care

Speaking to the pupil by name and ensuring that they are aware of what intimate care is to take place

Addressing the pupil in an age appropriate manner

Agreeing terminology for parts of the body and bodily functions that will be used by all

Giving clear prompts in an appropriate way to allow the pupil to anticipate and prepare for events e.g. show a clean nappy to indicate the intention to change, or a sponge for washing

Encouraging the pupil to do as much as possible for themselves

Always seeking the child's permission to carry out a task

Providing facilities that allow dignity and privacy

Keeping records as required

14. The Norfolk Vision

We believe that all children and young people have the right to be happy, healthy and safe; to be loved, valued and respected; and to have high aspirations for their future.

We welcome your comments on this guidance paper. Please contact:

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