

# **Stanford Infant School**

*'Exploring and Learning Together,  
Inspiring Each Other'*



# **Stanford Infant School Intimate Care Policy**

## **Introduction**

Intimate Care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. In most cases, care will involve cleaning for hygiene purposes, as part of a staff member's duty of care. In the case of a specific procedure only a person suitably trained and assessed as competent should undertake the procedure.

The issue of Intimate Care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children wherever possible.

Stanford Infant School is committed to ensuring that all staff responsible for the Intimate Care of children will undertake their duties in a professional manner at all times. The school recognises that there is a need to treat all children with respect when Intimate Care is given. No child should be attended to in a way that causes distress or pain.

## **Approach to Best Practice**

The management of all children with Intimate Care needs will be carefully planned. The child who requires Intimate Care is treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide Intimate Care are trained to do so (including Child Protection and Health and Safety training in lifting and moving (if appropriate) and are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/occupational therapist as required. Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible, staff who are involved in the Intimate Care of children will not usually be involved with the delivery of sex education to the children in their care, as an additional safeguard to both staff and children involved.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual Intimate Care Plans will be drawn up for

particular children as appropriate to suit the circumstances of the child.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted. Where possible, one child will be catered for by one adult, unless there is a sound reason for having more adults present. If this is the case, the reasons should be clearly documented.

The child will be cared for by the same adult on a regular basis; however, ideally there will be a rota of carers known to the child who will take turns from time to time in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing whilst at the same time guarding against the care being carried out by a succession of completely different carers.

Wherever possible, staff should only care intimately for an individual of the same sex. However, in certain circumstances this principle may need to be waived where failure to provide appropriate care would result in negligence for example, female staff supporting boys where no male staff are available.

Intimate Care 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/carers will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

### **The Protection of Children**

Education Child Protection Procedures and Inter-Agency Child Protection Procedures will be adhered to.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. they will immediately report concerns to the Designated Safeguarding Lead (DSL).

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, the school's Safeguarding and Whistleblowing procedures will be followed.

## **Health and Safety**

Health and Safety advice for the school can be found in the Health and Safety Policy, available on the School's Website or via the School Office, and given to all members of staff who work with our children.

Further guidance can be found in the Safeguarding Information given to all staff.

## **Additional Guidance**

Schools often ask how they can ensure that an individual child's needs are met whilst having regard to the needs of all the other children within the school. There are a number of issues to consider when responding to an individual child's needs. The following advice/strategies are some suggestions as possible ways to actively promote inclusion and the welfare of pupils.

## **Children Wearing Nappies**

Staff may have concerns regarding Child Protection issues when they are asked by parents/carers to admit a child who is still wearing nappies and can refer their concerns and questions to the DSL. The following guidance may also be helpful: -

Child Protection need not present an issue. It is our practice to provide information for parents/carers of the policy and practice in the school. Such information should include a simple agreement form for parents/carers to sign outlining who will be responsible, within the school, for changing the child and when and where this will be carried out. This agreement allows the school and the parent/carer to be aware of all the issues surrounding this task from the outset.

Regular nappy changing times will be included in the child's individual timetable, although there may be additional times when a nappy change is needed.

## **Changing Facilities**

The disabled toilet will be used to change a child as there is a specially adapted changing table installed in there. Children who have long-term incontinence will require specially adapted facilities.

## **Equipment Provision**

Parents/carers should provide nappies, disposal bags and wipes, and parents/carers should be made aware of this responsibility. School is responsible for providing gloves, plastic aprons, a bin and liners to dispose of any waste.

## **Health and Safety**

Staff should always wear gloves when changing a nappy and an apron and gloves when changing a soiled nappy. All waste should be placed in a polythene waste disposal bag, which can be sealed.

This bag should then be placed in the designated 'nappy bin' which is specifically for the disposal of such waste. This bin should be emptied on a daily basis and it can be collected as part of the usual refuse collection service as this waste is not classed as clinical waste. Staff should be aware of the school's Health and Safety policy.

### **Special Needs**

Children with special needs have the same rights to safety and privacy when receiving Intimate Care. Additional vulnerabilities that may arise from a physical disability or learning difficulty must be considered with regard to individual teaching and care plans for each child. As with all arrangements for Intimate Care needs, agreements between the child, those with parental responsibility and the school should be easily understood and recorded.

Regardless of age and ability, the views and/or emotional responses of children with special needs should be actively sought (with advocacy arrangements made for those with communication difficulties) in regular reviews of these arrangements.

Particular care must be taken in instances which involve the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek further advice, from their line manager or other appropriate person.

### **Physical Contact**

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact. The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff should be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny.

Physical contact which is repeated with an individual child or young person is likely to raise questions unless the justification for this is formally agreed by the child, the school and those with parental responsibility.

Children with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch'

will be adapted where appropriate to the individual requirements of each child. The arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported.

Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

### **Restraint**

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control.

In all cases of restraint, the incident must be documented and reported. Staff must be aware of the school's Positive Handling Policy.

Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence.

### **Pupils in Distress**

There may be occasions when a distressed pupil needs comfort and reassurance that may include physical touch such as caring a parent/carer would give. Staff must remain self-aware at all times to ensure that their contact is not threatening or intrusive and not subject to misinterpretation.

Judgement will need to take account of the circumstances of a pupil's distress, their age, the extent and cause of the distress. Unless the child needs an immediate response, staff should consider whether they are the most appropriate person to respond. It may be more suitable to involve the child's relative or another member of staff.

### **First Aid and Intimate Care**

Staff who administer first aid should ensure, wherever possible, that another adult or other children are present. The pupil's dignity must always be considered and where contact of a more intimate nature is required (e.g. assisting with toileting or the removal of wet/soiled clothing), another member of staff should be in the vicinity and should be made aware of the task being undertaken.

Regular requirements of an intimate nature should be planned for. Agreements between the school, those with parental responsibility and the child concerned should be documented and easily understood. The necessity for such requirements should be reviewed regularly. The child's views must also be actively sought and, in particular, any discomfort with the arrangements addressed.

### **Physical Education and other skills coaching**

Some staff are likely to come into physical contact with pupils from time to time, in the course of their duties when participating in games, demonstrating an exercise or the use of equipment. Staff should be aware of the limits within which such contact should properly take place and of the possibility of misinterpretation. Where it is anticipated that a pupil might be prone to misinterpret any such contact, alternatives should be considered, perhaps involving another member of staff or a less vulnerable pupil in the demonstration.

### **Changing Clothes**

Young people are entitled to respect and privacy when changing clothes. Given the vulnerabilities of the situation, it is strongly recommended that when supervising children in a state of undress, another adult is present. Where possible adults should not change in the same place as children.

### **Out of School Trips, Clubs etc.**

Employees and other adults should take particular care when supervising pupils in the less formal atmosphere of an educational visit, after-school activity or extra curricular activity. Although more informal relationships in such circumstances tend to be usual, the standard of behaviour expected of staff and other adults working with the children will be no different from the behaviour expected within school.

All adults involved in such activities should be familiar with the school's policy and all DCC Guidance regarding out of school activities.

To ensure pupils safety, increased vigilance may be required when monitoring their behaviour on educational visits, etc. It is important to exercise caution so that a pupil is not compromised and the

member of staff does not attract allegations of overly intrusive or abusive behaviour.

Meetings with pupils away from the school premises, where a chaperone will not be present, are not permitted unless specific approval is obtained from the Head Teacher or other senior colleague with delegated authority. Staff should not place themselves in a position where they are in a vehicle, house or other venue alone with a child.

### **Photography, Videos and similar Creative Arts**

Staff should be aware of the potential for such mediums of teaching to be used for the wrong purposes. Any concerns should be reported to the Head Teacher or, if necessary, refer to the Whistle Blowing Policy.

Our school obtains consent for photographs to be taken and published from the parents/carers when the child starts school. It is the responsibility of the parents/carers to inform the school if there are any changes.

### **ANNUAL REVIEW PERIOD**

**Agreed by the Governing Body:** November 2017

**Shared with Staff:** November 2017

**Review date:** November 2018