

Intimate Care Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023
Approved by Governors: July 2023
Next Review Due: July 2024

1. Introduction

King Henry VIII 3-19 School prides itself on being a fully inclusive community for pupils of all challenges, race, gender and social origin. A criterion of the schools' successes will be their ability to meet a wide and varied range of needs. Within this we recognise that pupils may require additional support around intimate care associated with toileting.

Pupils may experience difficulties with toileting for a variety of reasons. They may have a disability or medical need, or they may not have achieved the developmental milestone of continence.

All of the pupils we work with have the right to be safe, to be treated with courtesy, dignity and respect and to be able to access all aspects of the education curriculum for their age group.

This policy provides guidance on the issue of supporting intimate care needs with specific reference to toileting, with the aim of safeguarding pupils and staff in school. It has been developed in response to the Statutory Welsh government guidance, ['Supporting Learners with Healthcare Needs' 2015/2017](#).

It should be considered in addition to the Welsh Government guidance 'Access to Education and Support for Children and Young People with Medical Needs' 2010 which should be used in the first instance for children and young people with medical needs.

2. Intimate Care

In this guidance 'intimate care' is defined as:

"Any care which involves washing or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as day-to-day tasks such as help with washing, toileting or dressing. It also includes supervision of pupils involved in intimate self-care." (Welsh Government, ['Supporting Learners with Healthcare Needs' \(2015/2017\)](#) p16).

Further examples include medical interventions such as catheterisation and colostomy bags. Guidance should be sought from relevant health professionals and included in the child's Individual Healthcare Plan.

Intimate care (which includes toileting) can be undertaken on a regular basis or during a one-off incident.

Achieving continence is one of hundreds of developmental milestones usually reached within the context of learning in the home before a child transfers to learning in a nursery/school setting. For some children this milestone will not have been reached before they enter nursery/school and 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.

Under the Equality Act 2010 anyone with a named condition that affects aspects of intimate development must not be discriminated against. Delayed continence is not necessarily linked with learning difficulties, but children with global developmental delay which may not have been identified by the time they enter nursery or school are likely to be late achieving full continence.

As education providers, we have an obligation to meet the needs of pupils with delayed intimate development in the same way as they would meet the individual needs of those with delayed language, or any other kind of delayed development. Pupils should not be excluded from normal activities solely because of incontinence, neither should they be sent home to change, or be

required to wait for their parents or carers to attend to them at school and/or setting. The aim should always be to return children and young to the classroom as quickly as possible.

The school will be expected to make reasonable adjustments to meet the needs of each pupil.

Key Objectives

- Every pupil is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction
- Staff at King Henry VIII 3-19 School are committed to providing the highest standards in protecting and safeguarding the welfare of pupils entrusted to its care. We recognise there is a need to act when there is an obvious risk of safety to pupils, staff and property
- To safeguard the rights and dignity of pupils and promote their welfare
- To upkeep the fundamental principles within the United Nations Convention on the Rights of the Child (UNCRC). Every child has the right to safety, personal privacy, be valued as an individual, be treated with dignity and respect, be involved and consulted, express their views and have consistency where possible
- To safeguard staff and provide guidance and reassurance to staff whose role includes providing intimate care
- The views and wishes of pupils (where possible) and families / carers will be considered when developing provision and practice this support, through person centred approaches. This will be reviewed as required, with a particular focus on transition points
- To remove barriers to learning and participation, protect from discrimination, and ensure inclusion for all pupils
- To raise awareness of the duty of care required by headteachers, staff, managers and governors
- To establish a continuity of provision and expectation throughout the cluster, communication cross-phases, the Local Authority and other partners
- To meet the needs of all pupils with intimate care needs as far as resources will allow at the schools and with the support of the LA and outside agencies. There will be a close co-operation between all agencies and a multi-disciplinary approach taken to devising provision and resolving issues
- All school staff will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of pupils' needs
- The school will keep informed of best practice when developing appropriate plans and reviewing the support available

Responsibilities

Pupils' intimate care needs cannot be seen in isolation or separated from other aspects of their lives. Encouraging them to participate in their own intimate care is therefore part of a general approach towards facilitating participation in daily life.

Intimate care can take time but it is essential that every pupil is treated as an individual, and that care is given as gently and as sensitively as possible.

Staff should bear in mind the following principles:

- pupils have a right to feel safe and secure

- pupils have a right to an education and school and/or settings have a duty to identify and remove barriers to learning and participation for pupils of all needs
- pupils should be respected and valued as individuals and have a right to privacy, dignity and a professional approach from staff when meeting their needs
- a pupil's intimate care should be designed to lead to independence

The normal process of changing a nappy, or cleaning a child who has wet or soiled themselves should not raise child protection concerns. Whilst there are no regulations that indicate that a second adult should supervise the process, it is deemed to be good practice for another adult to be in close proximity. If there is a known risk of false allegation by a pupil then two members of staff should be present (this will be recorded in the appropriate risk assessment or toileting plan). A child's dignity must be maintained at all times. All staff working within a school setting are DBS checked. Visitors, volunteers or pupils should not undertake activities associated with toileting. Staff should be aware of child protection procedures and these should be displayed prominently in all areas of the school or setting.

Working with parents/carers

Establishing effective working relationships with parents/carers is a key task for each school. Parents/carers should be made aware of the school and/or setting's toileting policy and should be encouraged to work with the school and/or setting to ensure their child's needs are met.

Where a pupil has a recognised need with regards to toileting, procedures need to be agreed between school and/or settings and parents/carers so that there is clarity over expectations, roles and responsibilities. Records should also reflect arrangements for ongoing and emergency communication between home and school and/or setting. It is also important that the procedure for dealing with concerns arising from intimate care processes is clearly stated and understood by parents/carers and all those involved.

Staff

All adults assisting with intimate care should be employees of the school (where supply staff are sought – appropriate paperwork must support their ability to assist with intimate care needs). This aspect of their work should be reflected in their job descriptions.

The requirement for staff training in the area of intimate care is largely influenced by the needs of the pupil. Consideration should be given, however, to the need for training on a whole school and/or setting or setting basis and for individual staff who may be required to provide specific care for a pupil or small number of pupils.

Staff should receive training in good working practices which comply with health and safety and child protection procedures.

Agreeing a Procedure for Intimate Care

King Henry VIII 3-19 School has arrangements in place for when a pupil occasionally wets or soils themselves. Unless essential (further washing / cleaning is required, appropriate replacement clothing is not available in school or the child is unwell or distressed), parents are not contacted to come into school to change their child, but are informed of the situation.

Where pupils are not fully continent, schools will support staff with a written toilet training and changing routine. This should be discussed and agreed with the parent and the child (where appropriate).

Health and Safety and Facilities

For changing there is an identified area which offers privacy for the pupil but also protection for the adult in that it is observable by other adults. Where possible the pupil is encouraged to stand whilst being assisted. Assisting pupils at floor level should be a last resort and all efforts made to avoid this as standard practice.

There should be sufficient space, heating and ventilation to ensure safety and comfort for the pupil and staff. Running hot and cold water and liquid soap should be available. Protective clothing (disposable apron and gloves) should be provided. Disposable gloves must not be re-used and must be appropriately disposed of i.e. with clinical waste.

Spare clothing should be easily to hand to avoid leaving the pupil unattended.

The following precautions should be taken when cleaning or changing a pupil:

- Every pupil is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this are located within the Relationship Policy
- Staff at King Henry VIII 3-19 School are committed to providing the highest standards in protecting and safeguarding the welfare of pupils entrusted to its care. We recognise there is a need to act when there is an obvious risk of safety to pupils, staff and property
- Staff to wear disposable gloves and aprons while dealing with the incident
- Soiled nappies and items associated with the task e.g. aprons and gloves to be disposed of as clinical waste and placed in a suitable bin
- Wet or soiled clothing should be double bagged for the parent/carer to collect or to be returned home with the pupil
- Changing area to be wiped down with a disinfectant wipe or gel after each use
- Running hot and cold water should be available and hands washed thoroughly with liquid soap as soon as task is completed
- Hot air dryer or paper towels available for drying hands

Responsibility for providing supplies

It is the parents' responsibility to provide supplies such as nappies, wipes or continence pads. For pupils who regularly soil or wet, parents should ensure that spare clothing is kept in school and/or setting. School will provide disposable gloves, aprons and liquid soap.

Appendix A: Toileting Plan

Toileting Plan

Agreed by: *(name of parent/carer, staff member(s))*

Pupils's Name:	D.O.B:	Date Plan Agreed:
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	Details	Implemented by
Working Towards Independence: <i>e.g. taking child/young person to toilet at timed intervals, using sign or symbol, any rewards used</i>		
Arrangements for Nappy/pad Changing: <i>e.g. who, where, arrangements for privacy</i>		
Level of Assistance Needed: <i>e.g. undressing, dressing, hand washing, talking/signing to child/young person</i>		
Infection Control: <i>e.g. wearing disposable gloves, nappy disposal</i>		
Sharing Information: <i>e.g. if the child/young person has a napkin rash or any marks, any family customs/cultural practice</i>		
Resources Needed: <i>e.g. special seat, nappies/pull-ups, creams, disposable sacks, change of clothes, toilet step, gloves, changing table clinical waste bin, aprons</i>		

Signed: Parent: Key members of staff:	Review Date:
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Copy to be held by school/setting and parent/carer

Appendix B: Record of Intimate Care

PUPIL'S NAME:

Record of Intimate Care Intervention

[illegible]

Appendix c: Parental Agreement

Agreement of Intimate Care Procedures for a Pupil with Complex needs

The purpose of this agreement is to ensure that both parents/carers and professionals are in agreement with what care is given, who is providing the care and that the appropriate training is given.

Teaching of the care procedure may be carried out by the parent/carer or by the professional experienced in that procedure.

When the parent/carer and/or professional are agreed the procedure has been learned and the staff carer feels comfortable with, and competent to administer that procedure this record should be signed by the parties. One copy should be given to the staff carer, one retained in the staff carer's personnel file and one filed in the child/young person's medical health record.

Child/Young Person's Name.....

Procedure.....

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Staff Carer's Name.....

Staff Carer's Signature.....Date.....

Parent/Carer and/or Professional

I have taught the above procedure to the named staff carer and have assessed him/her as able to perform the care as instructed.

Signed.....Date.....

Designation.....

Date Reviewed..... Autumn term

Date Reviewed..... Spring term

Date Reviewed..... Summer term

Appendix D:

Questionnaire for Parents

Questionnaire for Parents

This questionnaire is to help us set up a tailored programme that best suits your child. It will help us to reinforce the familiar routine, method and language you use with your child at home. Working together is vitally important to assist your child to achieve this developmental milestone.

1. How often is your child wet daily?
2. How often does your child soil daily?
3. Is there a regular pattern? e.g. morning, lunchtime, etc.
4. What language does your child use to indicate they are wet? If no verbal language, what signs indicate they are wet?
5. What language does your child use to indicate they are soiled? If no verbal language, what signs indicate they are soiled?
6. How do you normally change your child? e.g. on a floor mat, changing table or your lap etc.
7. Which cleansing agents do you use? e.g. water and cotton wool, wipes, etc.
8. Do you apply any powder or cream afterwards?
9. Is there anything else that would be useful for us to know about the intimate care of your child? e.g. songs you might sing, distraction toys used, rewards etc.

Appendix E:

Home / School Agreement for Nappy Changing

Home/school and/or setting agreement for nappy changing

The parent/carer:

- Agreeing to ensure that the pupil is changed at the latest possible time before being brought to the school and/or setting
- Providing school and/or setting with spare nappies, wipes, nappy bags and a change of clothing
- Understanding and agreeing the procedures that will be followed when their child is changed at school and/or setting
- Agreeing to inform the school and/or setting should the child have any marks/rash
- Agreeing to a 'minimum change' policy i.e. the school and/or setting would not undertake to change the child more frequently than if s/he were at home
- Agreeing to review arrangements should this be necessary

The school:

- Agreeing to change the pupil should the child soil themselves or become uncomfortably wet
- Agreeing how often the pupil would be changed
- Agreeing to monitor the number of times the pupil is changed in order to identify progress made
- Agreeing to review arrangements should this be necessary

I give permission for (name of school and/or setting) staff to change my pupil during the session and use wipes and apply protective cream as necessary.

I will supply nappies, wipes, creams and nappy disposal bags in a named bag.

Pupil's Name

Parent/Carer's Name

Parent/Carer's Signature

School/Setting

Staff

Name(s)

.....

School/Setting

Staff

Signature(s)

.....

Date

Appendix F: Independence Record

Working towards independence record

Pupil's name.....

Name of staff involved

I can already

I will try to

Review date.....

Parents/Carer.....

Pupil (if appropriate)

Personal assistant

Senior management / ALNCO.....

Date.....

Appendix G: Pupil / Adult Agreement

Agreement between pupil and agreed adult support

Pupil's name.....

Agreed Adult's name

Agreed Adult

As the Agreed Adult helping you in the toilet you can expect me to do the following:

- When I am the Agreed Adult I will stop what I am doing to help you in the toilet, as soon as you ask me
- When you use our agreed emergency signal, I will stop what I am doing and come and help.
- I will treat you with respect and ensure privacy and dignity at all times
- I will ask permission before touching you or your clothing
- I will check that you are as comfortable as possible
- If I am working with a colleague to help you, I will ensure that we talk in a way that does not embarrass you
- I will look and listen carefully if there is something you would like to change about your Toilet Management Plan

Pupil

As the pupil who requires help in the toilet you can expect me to do the following:

- I will try, whenever possible to let you know a few minutes in advance that I am going to need the toilet so that you can make yourself available and be prepared to help me.
- I will try to use the toilet at break times and at agreed times
- I will only use the agreed emergency signal for real emergencies
- I will tell you if I want you to stay in the room or stay with me in the toilet
- I will tell you straight away if you are doing anything that makes me feel uncomfortable or embarrassed
- I may talk to other trusted people about how you help me. They too will let you know what I would like to change.

We will review this agreement on.....

Pupil (if appropriate)

Agreed Adult