Ysgol Gynradd
Tonysguboriau
Primary School



Intimate Care Policy

Date	Review Date	Coordinator	Nominated Governor
Oct 2022	Oct 2024	Mrs T Harries Headteacher	Jeff Woodington

MODEL INTIMATE CARE POLICY FOR SCHOOLS

The following example will assist schools with writing their own policies.

Rhondda Cynon Taf Intimate Care Policy

Introduction

(**Name of School or Centre**) School is committed to ensuring that all staff responsible for the intimate care of children and young people will undertake their duties in a professional manner at all times.

We recognise 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, embarrassment, discomfort or pain. The child or young person's welfare and dignity is of paramount importance and every child, young person's privacy will be respected.

Equality Act 2010 - Anticipatory Duty: All policies and practices need to show due regard for the Equality Act 2010, including the anticipatory duties. Section 20 of the Equality Act 2010 highlights the need for the Council and schools to anticipate the needs of disabled service users and to take reasonable steps to remove barriers to accessing services. The duty is anticipatory in the sense that it requires consideration of, and action in relation to, barriers that impede people with disabilities seeking to use services and participation in experiences prior to them accessing it. This is especially important when considering the needs of preschool children.

Rationale

The purpose of these guidelines is to set out procedures that:

- Safeguard **children,** young people and staff by providing a consistent approach within a framework, and
- Recognise the roles and responsibilities of all those involved in providing intimate care for children and young people.

We recognise that intimate care raises complex issues; whilst it may not be possible to eliminate all risks the balance should be on the side of dignity, privacy, parental and where appropriate pupil choice and safety.

All employees regardless of their position are obliged to take reasonable care to ensure their own and others health and safety and to work within policy and procedural guidelines.

Definition of Intimate Care

Intimate care involves helping learners with aspects of personal care, which they are not able to undertake for themselves, either because of their age and maturity or because of developmental delay or disability. Learners with disabilities may require help with moving and handling, eating and drinking and all aspects of personal care including:

- Washing
- Dressing and undressing (including swimming)
- Toileting & Menstruation
- Cleaning up after a child has soiled him/herself
- Applying Sun Cream

Learners are encouraged to be able to meet their own personal care independently wherever possible.

AIMS

- To safeguard the rights and well being of learners with regard to dignity, privacy, choice and safety.
- To ensure that learners are treated consistently when they experience intimate personal care in two or more settings.
- To assure parent/carers that all staff are knowledgeable about intimate care and that individual concerns are taken into account and when possible are acted upon.
- To enable parent/carers to be involved in any decision about the Intimate care of their children.
- To provide appropriate guidance, training, supervision and reassurance to staff and to ensure good practice
- To ensure that parents/carers and children and young people (where appropriate) are actively involved in the development of agreed Intimate Care protocols.
- To ensure the education setting shares details of an agreed individual intimate care protocol with other agencies that support the pupil.

Approach to best practice

- The management of all children and young people with intimate care needs to be carefully planned.
- All staff that provide intimate care need to be up-to-date with safeguarding training

Principles of best practice:

The learner who requires intimate care is treated with respect at all times; the child, young person's welfare and dignity is of paramount importance.

- Allow the learner to care for him/herself as far as possible, to encourage independence and to encourage him/her to carry out aspects of intimate care as part of his/her personal and social development. Targets may be set in developing these life skills.
- 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 or herself as he or she can. This may mean, for example, giving the child responsibility for washing themselves.
- Provide facilities appropriate to the child or young person's age and individual needs.
- Consideration should be given to ethnicity, culture, beliefs and religion, and any special requirements relating to intimate care should be identified and documented.
- Show awareness of and be responsive to the learner's reactions, their verbal and non-verbal communication and any agreed signals.
- 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, (e.g.) when physical disability necessitates more than one member of staff to provide care, or when there is a need to safeguard staff. If this is the case, the reasons should be clearly documented. To discourage over familiar relationships, best practice would recommend a rota of staff that are able to undertake this task with the child/young person. This will depend on staff ratios in individual schools.
- There is positive value in both male and female staff being involved in the care of children. However, consideration should be given to the appropriateness of the gender of the member of staff to undertake the intimate care tasks.

Some pupils will require an Individual Healthcare Plan (IHP) these are written by the school in conjunction with healthcare professionals. They may involve;

- Supported eating e.g. gastrostomy (peg feeding)
- Administering medication
- Physiotherapy / Occupational Therapy Programme
- Manual handling
- Massage/Intensive Interaction
- Applying topical medicines (e.g. eczema creams)

Nasal gastric feeding is to be undertaken by health care professionals.

Letter of Permission

Permission must be sought from the parent/carer before any form of Intimate Care can be undertaken. All those staff working with the child or young person should know that permission has been given before undertaking any Intimate Care. **(Appendix: A)**

The Protection of Children

The All Wales Child Protection Procedures 2008 and the school / setting Child Protection Policy will be adhered to.

If a member of staff has any concerns about physical changes in a child, young person's presentation, e.g. marks, bruises, soreness etc; s/he will immediately report concerns to the appropriate manager/ designated person for child protection.

Safeguarding Officer (name) : Mrs Tracey Harries

If a learner becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be considered 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 All Wales Child Protection Procedures 2008 will be followed alongside the schools / settings Child Protection Policy.

Review

This policy was written in consultation with staff and school governing body and was approved on :-

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Headteacher:	T. Harris	**Date:**	24.11.2022.
Chair of Governing Body:	JM Clarke	**Date:**	24.11.22.

cc. Health and Safety Committee

Appendix A, B & C are attached and schools can opt to use these or devise their own as appropriate.

Treena Morris/Sian O'Donovan, Safeguarding Co-ordinators, Education

APPENDIX A
PERMISSION FOR SCHOOLS TO PROVIDE INTIMATE CARE

Child's Name:

D.O.B.:

I understand that:

I give permission to Tonysguboriau Primary School to provide appropriate intimate care support to my child as follows;

I will advise the Head teacher of any medical complaint or reasons my child may have which affects issues of intimate care.

Name:

Signature:

Relationship to Child:

Date:

Copy for Parent/Carer

APPENDIX B

RECORD OF INTIMATE CARE INTERVENTION

Name:	
D.O.B	

Date	Time	Staff Member	Procedure			Comments	Sign 1	Sign 2
			Wet	Soiled	Dry			

Copy for Child's Record	
Copy for Parent/Carer	

APPENDIX C

AGREEMENT BETWEEN CHILD (if appropriate) and/or PARENT/CARER AND SCHOOL

Child's Name: _____

D.O.B.: _____

Staff/s Name: _____

Staff

As the member of staff helping you in the toilet you can expect me to do the following:-

When possible I will stop what I am doing to help you in the toilet, as soon as you ask me. I will avoid unnecessary delays.

When you use the 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 and your clothing.

I will check that you are as comfortable as possible, both physically and emotionally.

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.

Child (if appropriate)

As a learner that 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 time or at the 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: _____

Learner (if appropriate) or Parent/Carer: _____

Staff Member/s: _____

Date: _____