

Alexandra Primary School



Intimate Care Policy

Drafted by: K Sikora
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Introduction

Alexandra Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment, promote our aims and model our values.

Our school is underpinned by a core set of values. We ensure that all staff responsible for the intimate care of children and young people undertake their duties in a professional manner at all times. We are committed to ensuring that children are treated with sensitivity and respect. Our policy and procedures are in line with the 'Hounslow Guidance On Toileting For Schools And Settings', which is included at the end of this policy.

What is '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. Intimate care tasks are associated with bodily functions, body products and personal hygiene that demands 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, and cleaning a pupil who has soiled him/herself or vomited. It is also associated with other accidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness and weather. Disabled pupils may be unable to meet their own care needs for a variety of reasons and will require regular support.

Practicalities

It is generally expected that children will be toilet trained and out of nappies before they begin at school or nursery. However we recognise that children will join Alexandra Primary School having reached differing levels of independence and development in toileting and self-care. It is inevitable that, from time to time, some children will have toileting 'accidents'. In addition to this, we may admit a child with a disability or medical condition who requires adult assistance for their personal and intimate care needs.

In order to help children to become aware of their bodily needs and respond to them in time, those who wish to go to the toilet are always allowed to go. Children in the EYFS have access to the toilet whenever they need to and are encouraged to be as independent as is age and developmentally appropriate. They are reminded at regular times to go to the toilet and are also encouraged to wash their hands after the toilet.

As children progress through the school, they are encouraged to use the toilet during break times, rather than missing learning time.

Role of parents / carers

Parents / carers are asked to give written permission for intimate care as children enter the Early Years Foundation Stage (EYFS) in Nursery or Reception (the permission slip is included at the end of this policy).

Where a child has continuing incontinence problems (including children beyond EYFS), parents/carers are expected to provide a complete set of spare clothes, 'baby-wipes' and age-appropriate nappies / pull-ups / incontinence items. The school also keeps a stock of spare clothes in various sizes.

Role of school staff

EYFS classrooms have access to their own toilets and hand basin with warm water. There is also a stock of baby wipes, plastic bags and disposable protective gloves for staff to use. If a child soils him/herself during school time, a member of the EYFS staff will help the child:

- Remove their soiled clothes
- Clean skin (this usually includes bottom, genitalia, legs, feet)
- Dress in the child's own clothes or those provided by the school
- Wrap soiled clothes in plastic bags and give to parents to take home.
- Keep a written changing log, including the name of the child, the reason why they were changed, and initials of the member of staff who carried out the change and an additional adult who was aware that the child was being changed (a witness).

In other year groups, staff follow similar procedures to ensure that children are not left in soiled clothing wherever possible. Older children, in the case of one-off accidents, are encouraged to clean and re-dress themselves, but may be supervised by school staff where necessary.

At all times, staff pay attention to the level of distress and comfort of the child. If the child is ill, the school will telephone the parent / carer. In the event a child is reluctant to allow staff to help them, the parent / carer will be contacted immediately. Our intention is that the child will never be left in soiled clothing, but as soon as a member of staff is aware of the situation, she/he will assist and/or clean the child.

Guidance for intimate care needs over and above accidents.

- The management of all children with intimate care needs is carefully planned.
- 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.
- There is careful communication with any pupil who requires intimate care in line with their preferred means of communication to discuss needs and preferences.
- 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.
- Pupils will be supported to achieve the highest level of independence possible, according to their individual condition and abilities.
- Individual care plans will be drawn up for any pupil requiring regular intimate care, and incorporated into a child's Health Care Plan.
- Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. Where possible one pupil will be cared for by one adult, unless there is a sound reason for having more adults present. In such a case, the reasons will be documented.

- Intimate care arrangements will be discussed with parents / carers on a regular basis and recorded on the child's Health 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.

Safeguarding and child protection

Child Protection and Multi-Agency Child Protection procedures will be adhered to at all times. All members of staff carrying out intimate care procedures are subject to enhanced DBS checks. It is not appropriate for students, volunteers, temporary (supply) staff or visitors to carry out intimate care procedures.

If a child becomes distressed, or a member of staff notices something about which they are concerned whilst supporting or changing a child, this should be reported to a senior member of staff in line with the school's safeguarding procedures. If a child makes an allegation about a member of staff this will be investigated in accordance with school procedures.

Disabilities

The Governing Body recognises its duties and responsibilities in relation to the Disability Discrimination Act 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.



Permission for toileting, changing and intimate care Alexandra Primary School

In order to care for your child's physical needs we ask that:

- you have made every effort to help your child begin the toilet-training process.
- you ensure your child arrives at Nursery wearing pants.
- you provide additional pants and a spare set of clothing so that if it is necessary to change the child their individual needs can be met.

Our school staff will ensure that:

- Only staff with relevant police and safeguarding checks will change children.
- Children's pants will be changed in a private, designated area which complies with health, hygiene and safety regulations. Although this area is private, it is not secret and the member of staff can still be easily seen and heard by other staff members.
- The designated area/mats, etc. will be cleaned before and after a child is changed with a suitable disinfectant cleaner.
- A child will never be left alone on a changing mat.
- Staff will wear clean disposable gloves for each child.
- Appropriate hand washing facilities will be available for the adult and the child; hands will be washed using soap and dried thoroughly with a paper towel or dryer after completing the procedure.
- Dirty nappies/pants will be bagged and disposed of in the nappy bin (in the bag in which nappies/wipes, etc. are provided). Soiled clothing may be returned to parents/carers in a plastic bag.
- The child's privacy will be respected at all times during changing.

If you have any queries or concerns about the school's changing procedures, please talk to a member of the Nursery team, or to your child's teacher.

If a child wets or soils themselves whilst they are in school, it is important that measures are taken to have them changed and, if necessary, cleaned as quickly as possible. Our staff are experienced at carrying out this task if you wish them to do so or, if preferred, the school can contact you or your emergency contact who will be asked to attend without delay. Alexandra Primary School has an Intimate Care Policy which is available to view on our website or a copy can be obtained from the school office.

Please fill out and sign the permission slip below:

Name of Child: _____ Class: _____

I give consent for my child to be changed and cleaned if they wet/soil themselves whilst in the care of Alexandra Primary School

Signature of Parent / Carer: _____ Date: _____

Hounslow Guidance On Toileting For Schools And Settings



Supporting children to gain independence in personal hygiene - Guidance for all Settings and Schools

Introduction

There are a variety of reasons why children may not have achieved independence in personal hygiene. Some may have a disability or a developmental delay, whilst others may be developing physically at the expected rate but their families have had difficulties which have delayed training their children.

Delayed continence is not necessarily linked with learning difficulties. However, children and young people with global developmental delay, motor difficulties - such as low muscle tone, or emotional difficulties which may not have been identified by the time they enter playgroup, nursery or setting - are likely to be late achieving independence with toileting. Some may never achieve this independence.

Attending presetting settings and starting setting

It is not acceptable for any setting to refuse admission to children who are delayed in achieving continence.

Children who are not toilet trained should be admitted into preschool – settings, Nurseries and Reception classes with their friends in the same way as any other child. All settings should work with parents in supporting the child to successfully access the provision.

The School's Admissions Code (Department of Education, 2012) states –

1.9 It is for admission authorities to formulate their admission arrangements, but they **must not**:

h) discriminate against or disadvantage disabled children or those with special educational needs;
(DES 2012 p 10)

This is in line with the Equality Act 2010 which states -

1. The Equality Act 2010 prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. Protection from discrimination for disabled people applies to disabled people in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, premises, work, education, and associations.
(Equality Act 2010 p4)

It is not possible to assume that failure to achieve independence with toileting is in itself an indication of special educational needs. However, providers have an obligation to meet the needs of children and young people with delayed personal development in the same way as they would meet the individual needs of children with delayed language, or any other

kind of delayed development. Children should not be excluded from normal setting activities solely because of incontinence.

There are some children who enter settings with special educational needs and/or medical conditions which indicate the need for special toileting arrangements or toileting training. These children fall within the terms of the Equality Act 2010 and the setting must take reasonable steps to support them.

Any admissions policy that sets a blanket standard of continence, or any other aspect of development, for all children is discriminatory and therefore unlawful under the Act. All such issues should be dealt with on an individual basis, and settings are expected to make reasonable adjustments to meet the needs of each child.

Good Practice Guidance

Each child and situation is unique. Managers and Head teachers may find the following guidance helpful in deciding what "reasonable steps" should be taken to support children who require toilet training.

It is anticipated that existing practitioners will volunteer to support children with toilet training or special toileting arrangements in the setting. If incontinence is caused by an underlying impairment, it is a necessary reasonable adjustment for practitioners to carry out personal care. When recruiting new practitioners it is important that duties relating to personal care are specified in the contract of employment. Managers and Head teachers should ensure that practitioners carrying out such procedures feel confident and supported by relevant training and protocols to ensure the dignity of the pupil and protection of the practitioners.

In the case of teachers, although the guidance around their pay and conditions does not include continence care, they are in 'loco parentis'. As such they must promote the welfare and safety of the child in the same way that a responsible, caring parent would.

If the child or young person is not able to use the toilet independently on entry to a setting, depending on the age of the child, it will be important to act on the following points –

- Gather as much information as possible from the parents/carers and child. How have they tried to introduce toilet training at home? What happens at home? Has the child any regular routines or daily patterns which could inform the routine set up by the setting? Have the parents/carers noticed any particular difficulties or phobias which the setting should be aware of? Can the parents/carers suggest a strategy or procedure for dealing with the problem?
- An appropriate toileting programme will need to be discussed and agreed so that the child, parents/carers and practitioners are aware of their roles and responsibilities. The plan must have regular monitoring and review arrangements. It must give careful consideration to choosing which adults should be involved in toileting care. Settings should give a written copy of the programme to the parents/carers
- Clothes should be easy for the child to pull up and down. Wherever possible it is better to train the child with appropriate clothing rather than continuing to rely on the nappies or training pants
- No child should be left wet or dirty for a parent/carer to change later
- It is not reasonable or appropriate to expect parents or carers to be on emergency stand-by to change children during the day

- Practitioners should ask parents/carers to provide the setting with a couple of appropriate changes of pants/trousers etc. in case of accidents
- It is the responsibility of parents/carers to deal with wet/soiled clothing. Practitioners should liaise accordingly and make the necessary arrangements
- Organise that a practitioner familiar with the child is given the responsibility of taking the child to the toilet at fixed, appropriate intervals throughout the morning/day. Careful observations and discussions with the child may identify when the child "needs to go"
- Ensure that the routine established in is maintained from the start and try hard to avoid accidents. If necessary shorten the time between visits to the toilet so that the child gets into the habit of being dry. If an accident occurs, the child should always be changed in the toilet area if possible
- Children may be anxious and pre-occupied by toilet difficulties but usually respond to praise, encouragement and confidence building. It is important to promote self-esteem in all areas
- Drinking water must be easily accessible for all children and they need to be encouraged to have "little and often" rather than huge amounts at a time
- Reminders to use the toilet should be discreet and practitioners may consider the use of signs, pictures or code words
- Make little fuss over accidents that do occur and ensure that they are dealt with swiftly, appropriately, sympathetically and in a calm, low-key way
- Give extra attention when children have made the effort to go to the toilet independently
- After a period of training it may be sufficient to remind the child to go to the toilet on their own. Be positive and patient and praise the child for effort
- It is important to anticipate toileting needs for these children before planning off site activities. Children should not be excluded from off-site activities because of their toileting needs

Where difficulties persist there may be more complex issues to consider and further guidance and support may be needed from other professionals. It is important to discuss your continuing concerns with parents/carers and seek their agreement before involving further professional guidance and support.

Health and Safety considerations

The LA, Managers and Head teachers, Governors and Early Years settings have a duty to safeguard the Health and Safety of children and practitioners. Schools and all other registered providers will already have hygiene or infection control policies as part of their health and safety policy. They will follow these when managing a child with toileting needs. Ensure all known allergies are considered when planning and carrying out each child's toileting programme.

Child Protection concerns

The normal process of changing a child should not raise child protection concerns, and there are no regulations that indicate that a second practitioner must be available to supervise the nappy changing process to ensure that abuse does not take place. Few settings will have the resources to provide two practitioners for nappy changing and DBS checks are carried out to ensure the safety of children with practitioners employed. Where there are concerns the usual child protection procedures should be followed.