

Lindley CE Infant School

Intimate and Personal Care Policy

January 2018

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
N Beaumont	January 2018	January 2021

Learning Together: Achieving Together



Respect
Friendship
Trust

Our school is an inclusive community.
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*

Introduction

Lindley CE Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter.

Equal opportunities

The governors and staff are committed to providing the full range of opportunities for all pupils. The school promotes equality of education for all which includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Definition

Intimate care is defined as any care which involves washing, touching or carrying out an agreed procedure that most children and young people learn to carry out for themselves, but which some are unable to do because of their age, physical difficulties, special needs or ill health. Examples include continence as well as washing, toileting or dressing.

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. It also includes supervision of children and young people involved in intimate self-care.

Children who need regular intimate care will have an:

- Intimate care plan; – See Appendix 1
- Individual healthcare plan.

Lindley CE 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. All staff are DBS checked and any intimate care activities will always be carried out in accordance with the School's safeguarding policy.

Principles of Best Practice

- All intimate care is provided in a manner so as to maintain the child's or young person's dignity and confidence.
- The child or young person is cared for in a way that avoids distress, embarrassment or pain.
- Staff are regularly trained regarding safeguarding and health and safety, (which may include manual handling), and are fully aware of infection control, including the need to wear disposable aprons and gloves.
- A member of the trained staff (who is ideally familiar to the child/young person) will work alongside a new or more inexperienced colleague when they are introduced to a child and their toileting routines.
- Staff work in partnership with the child or young person's parents or carers, to discuss their needs, routines or preferences.
- Individual Health Care plans are written and agreed with parents/carers and where appropriate with the young person.
- All children and young people are supported to achieve the highest level of independence that is possible, given their age and ability. Staff will always encourage the child or young person to do as much as possible for him/herself as possible.
- As an additional safeguard, staff involved in meeting intimate care needs will not usually be involved in the delivery of sex education to the same children, wherever possible.

- Where a child or young person's care plan does not include 'intimate care', parents/carers will be informed the same day if their child has needed help with meeting intimate care needs. (e.g. if soiled or passed urine).
- If a child is unable to clean themselves sufficiently parents will be contacted to assist.
- Information regarding intimate care is treated as confidential and communicated in person, by telephone, or by sealed letter, not through the home/school diary, or by any other method which is not confidential.
- Every child's right to privacy is respected.
- Careful consideration is given as to how many staff might need to be present when a child or young person needs help with intimate care.
- Adults who assist a child or young person one-to-one are employees of the school and have DBS checks at the appropriate level.
- If two members of staff are present to assist with intimate care procedures, they do not talk over the child or young person.
- Staff inform another colleague when they are going to assist a child with intimate care.
- Cameras and mobile phones are never taken into bathroom areas.
- Whenever possible, staff should care for a child of the same gender.

Toileting

We recognise the need to encourage children to be independent in their toileting, but also that some children may not be capable of this and we will offer support and assistance as necessary. No child will be prevented from starting school because of this. Children who are not yet fully toilet **trained** will require their nappies or pull-ups to be regularly checked and changed. An intimate care agreement should be written and signed by parents, SENCo and the class teacher. (Appendix 1)

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Reception and Key Stage 1 & 2 Changing Policy

Toilet Training, and routine support with personal hygiene must be recognised as intimate care. All children must be supported and encouraged to achieve the highest level of independence that is possible, given their age and ability. All Staff are DBS checked and regularly trained regarding safeguarding and health and safety, (which may include manual handling), to ensure that they are fully aware of infection control, including the need to wear disposable aprons and gloves.

Toileting and changing children

- This should be planned and agreed in co-operation with the parents/carers.
- There should be a written plan, including timing of toilet visits (eg, after snack, lunchtimes and the end of the school day. lunch times), and who will be responsible for this in the setting (named key person and another adult well known to the child). The type of support required should be relevant to the child's level of independence. See sample toileting record appendix. 2
- There should be liaison with parents/carers to ensure continuity with routines at home (Does a boy stand or sit? Do they use a potty or insert seat? Does your child need help with their clothing?).
- If parents are using 'pull ups' or pads there should be discussion with parents about the phasing out of these, without causing the child confusion. Many children use pull ups in the same way as a nappy and they can prolong toilet training as a child does not feel that they are wet. They Pull ups also mean that any accidents do not have to be dealt with straight away, so a child can become confused, especially if they are swapping between pull ups at nursery-school and pants at home. For individual children, pull ups may still be agreed as the most appropriate option.
- When a child has a specific medical or developmental conditions which could impact on toileting management, then advice from the Paediatrician-school nurse should be sought either by the parent/carer or with permission, the designated adult e.g. teacher or SENCO. Children receiving

chemotherapy – it is advisable to contact the child’s Oncology Nurse for specific guidance. Contact details should be available from the parent/carer.

- To maintain the young person’s dignity, appropriate facilities should be available e.g. adult visitors or disabled toilet, rather than pupil toilet. This should be clean, warm and safe and have a lockable cupboard for equipment.
- Parents/carers and the child should be reassured that if the child has an accident, it is not a problem and children will not be made to feel that it is an issue.

Hygiene management

All staff should follow good hygiene practices, which should include:

- Disposable gloves should be worn. See risk assessment for medical gloves.
- Disposable plastic apron should be worn
- Systems should be in place to deal with spillages appropriately and safely.
- Spillages must be cleaned according to the health & safety policy. Hot water and soap OR antibacterial spray or wipes are appropriate.
- Soiled disposable nappy to be placed in plastic nappy bag and disposed of in the external bins.
- Reusable nappy to be placed in double plastic nappy bag and returned to parent.
- Soiled clothing to be placed in double plastic bags and returned to parent/carer.
- Correct hand washing techniques should be followed.

Handwashing techniques

- For adults, use hot water and soap. Dry hands with disposable paper towels.
- Antibacterial gel can then also be used.
- For child, hand washing to be done by, or supervised by adult.

Educational Visits

- Advance consideration needs to be given to offsite visits.
- To maintain the child’s dignity they should be changed only in a designated changing area.
- This area should be clean, warm and safe.
- Appropriate facilities must be available – such as changing mat, toilet seat or potty.
- Parents will be asked to provide all necessary consumables which could include: nappies, baby wipes, nappy sacks, and plastic bags for soiled clothing.
- Changes of clothing should be made available by parents/carers.

Partnership with parents

Before a child starts school, usually at the home visit, we will discuss toileting with parents in terms of:

- The nature of the self-care issues and possible causes
- How parents manage the situation at home
- Preferred method of toilet training
- How we are going to develop a consistent approach to toilet training at home and in [the nursery school](#)
- Parents must understand that changing a nappy involves intimate handling
- Where there is no clear diagnosis for a child’s soiling eg SEN, medical needs, parents may be requested to come into school to change their child.
- If children become unduly distressed during an intimate care procedure, parents will always be contacted.
- Staff will work in partnership with parents/carers to provide continuity of care to children wherever possible.

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This intimate and personal care policy should be read in conjunction with the schools' policies as below:

- safeguarding policy
- whistleblowing policy
- staff code of conduct and guidance on safer working practice
- health and safety policy and procedures
- Special Educational Needs policy

Equality impact assessment

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes that affect equality for all, an impact assessment would be carried out. This policy has been assessed for Equality Impact Assessment and has a low priority.

Review and evaluation

There is a three yearly review of this policy by the SENCo.
Policy to be reviewed in January 2021.

Appendix 1

Example Toileting Plan for use in Early Years Settings (on letterhead when sent out)

Toileting Plan for:.....

Date:.....

(Child's name) is currently in nappies/pull ups and is not yet showing any awareness of being wet/soiled
OR is currently in nappies/pull ups and is showing some awareness by (eg: going to changing area/verbally saying)

(Key person's name) will mainly be responsible for changing (child's name) whilst at (Setting/school name) to ensure continuity of care. However (named other staff) will also be aware of his/her needs and will be available to change him/her when required.

(Setting/school name) will provide a changing mat, gloves and disposable aprons. Parent/carer will provide consumables which could include nappies/pull ups, wipes, nappy sacks and spare clothes.

(Child's name) will be changed (specific location and arrangements)

For example:

On a changing mat on the floor in the children's toilet area

On a changing table in the disabled toilet area.

Other arrangements specific to that individual child can also be included. (This could include whether child needs assistance is laying themselves down or getting up or times that child will be checked or changed).

To comply with our safeguarding procedures the door will always be kept ajar and another member of staff will be aware.

Used disposable nappies will be placed in a nappy sack, double wrapped and disposed of in the external bins and reusable nappies will be double bagged for return to the parent/carer.

Staff will record date and time of changing and whether child was wet/dry/soiled. This information will be shared with parent/carer on request.

This plan will be reviewed as the child's needs change.

Signed Parent/carer:

Signed by Class teacher:

Signed SENCo:

Appendix 2

**Sample letter for parents to replenish supplies
(on letterhead when sent out)**

Dear Parents,

Children who wear nappies will need a pack of nappies, wipes, nappy sacks and nappy rash cream if necessary, to be sent into school.

Children who are toilet training will require nappies/trainer pants/knickers or pull ups, depending on which training system is being used. (This will have been decided between yourself and your child's class teacher) Nappy sacks and wipes. They will also require several pairs of pants/knickers trousers/skirts and socks and at least two t-shirts and jumpers. Please ensure all clothing is named.

We have a limited amount of spare clothing to change children into if they require clean clothing. If your child gets sent home in school clothing please can this be washed and sent back as soon as possible.

..... is running short of;

Nappies Nappy sacks Baby wipes Cream

Knickers pants Socks Trousers Skirts. T-shirts.

Jumpers.

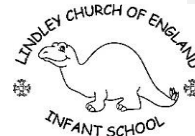
(Circle which item/items are running short)

Please can these be sent into school as soon as possible?

Thank you.

Appendix 3

Toileting Procedure including changing nappies



Lindley CE Infant School Changing Nappies

Make sure another adult knows what you are doing!

Change nappies in the disabled toilet.
(Be aware of privacy)

Encourage children to help as much as possible!

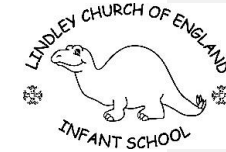
Children should lie on a changing mat ~~or~~
~~bed~~ if necessary, NOT on the floor.

Wear gloves and an apron.

Place nappies in a double nappy sack, tie and put into the external bins.

Clean the area / changing mat afterwards.

Wash your hands with hot water and soap afterwards! (antibacterial cleanser)



Appendix 3
Lindley CE Infant School
Toileting Chart for

Date	Time	Time since last meal/drink	What happened immediately before	Behaviour/Physical function	Consequence	Urinated	Opened bowels
20/12/17	11am	Milk in classroom	EXAMPLE Left the room / jumped around / cried / went under the table, ran around, wiggled bottom, held self, asked for the toilet, made a verbal noise etc WHATEVER IS RELEVANT TO YOUR CHILD	EXAMPLE Wee on floor/in pants, stopped self pooing, clenched bottom, asked for nappy to poo in, poo'd in the classroom WHATEVER HAPPENED	EXAMPLE Smearred poo, attention, praise, dinnertime interrupted, dignity impaired, ran away down corridor WHATEVER HAPPENED AFTER	✓	