

## Personal/Intimate Care Policy

### Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

<b>Version:</b>	V2
<b>Date created:</b>	01.09.2021
<b>Author:</b>	Liam Johnson
<b>Ratified by:</b>	
<b>Date ratified:</b>	
<b>Reviewed date:</b>	01.09.25
<b>Date for review:</b>	01.09.26

### Revision History:

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Summary of Changes:</b>
1	01.09.21	ET	Creation of policy
1.1	01.09.23	LJ	Revision of policy to include specific actions for children requiring intimate care who are not SEND
2	01.09.25	LJ	Review and revision of policy

## **Personal/Intimate Care Policy**

### **Personal/Intimate care**

**Fosse Mead is an inclusive primary. We do not turn away children on the basis of their special needs unless the environment is unsuitable on the grounds of health and safety.**

Children and their families should not be excluded or treated less favourably because they have personal care needs, for example wearing nappies, having occasional 'accidents' or needing ongoing support with personal care.

We will work to ensure that every child and young person can easily access care, play and learning experiences in our academy.

Children develop at vastly different rates especially in the case of toilet training. Some children have an atypical pattern of development that affects toilet training, such as a communication impairment.

#### **We believe that children are entitled to:**

- Be consulted about their personal care in accordance with their age and maturity
- Have personal care needs met by people they know and trust

#### **We believe that parents/carers are entitled to:**

- Be consulted about their child's personal care to ensure that it is sensitive to the family's culture and matched to the child's needs
- The assurance that their child will, wherever possible, only receive personal care from people who know him/her well.
- Receive guidance and support in managing toilet training

#### **We believe that staff are entitled to guidance or training to enable them to:**

- Listen to children's preferences regarding personal care and respect their rights to privacy and dignity
- Meet children's individual needs
- Protect children and themselves from infection or inappropriate handling
- Feel informed and confident about their responsibilities for personal care with regard to current guidance and legislation

Parents are requested to sign an 'Agreement Form for Personal Care' so that staff are authorised to care for their children in this way if necessary (see copy attached Appendix 1) should a child need regular intimate care.

#### **Child Protection**

Staff must discreetly inform a colleague that they are about to change a child's nappy. They should also let colleagues know of their return.

**At all times**, children are changed with two adults present. **At all times**, the child's dignity and privacy should be respected.

In Key Stage 1 and 2, children are encouraged to be as independent as possible including taking care of their own personal care needs. However, in certain circumstances staff need to support them to clean up as swiftly as possible. Often, the older children prefer to use their own designated toilets. Staff can give verbal prompts if necessary.

**When children have severe diarrhoea, stomach upset or vomiting parents and carers may be asked to collect a child from school and keep them off until such time as the upset has passed and the child is clear for 48 hours. This is to stop the spread of infection.**

### **What equipment do we need?**

This varies according to the individual child. The core list is:

- Changing mat
- Nappies of various sizes (provided by parents)
- Wet wipes or cotton wool
- Single-use gloves in appropriate sizes
- Single-use disposable aprons
- Lidded bin
- Plastic bags to double wrap soiled clothing in

### **Others could be:**

- Spare clothing

When necessary, a risk assessment should be carried out to minimise the risk of infection. Ensure all staff concerned sign the risk assessment.

The changing area must be cleaned after use and ensure all staff understand the importance of wearing gloves, aprons and washing hands after the procedure.

Disposable nappies, gloves and aprons should be put in a tied plastic bag (double bagged if necessary) and disposed of in the appropriate bins. Soiled nappies should not be given to the parents/carers at the end of the session as this is unhygienic and demeaning.

Staff should thoroughly disinfect and clean the area and any equipment that has been soiled during the incident.

It is vital that all members of staff, following a clear management lead, are positive in their attitude to personal care. As with all emotional experiences, children benefit from acceptance of their feelings and an empathic and solution-focused response.

All settings have a duty of care to their children. Attending to personal needs falls into this category.

Teachers and teaching assistants are authorised to attend to personal care needs. Individuals should let their team leader know if they do not wish to be called upon for these tasks. All members of the team are encouraged to do so, so that the burden does not fall too heavily on any particular member of staff, and to enable quick and efficient action to be taken in personal care situations. Minimising disruption to learning is a key priority.

### **Partnership with Parents/Carers**

- Partnership with parents is important in all areas of a child's development
- Parents should be encouraged to contribute information to the academy about their child's progress with personal care and, as with all developmental areas, plans for progress should be agreed together
- The school nurse can offer support and advice to parents on toilet training

### **Staff guidance for changing nappies or helping children with intimate and personal care**

#### **1. We aim to.....**

- Demonstrate our commitment to ensuring children's safety, welfare and wellbeing
- Outline how we co-operate with the school's Safeguarding Procedures
- Make sure all staff understand and have access to the procedures
- Achieve a consistency throughout the school in how we follow academy procedures regarding personal care
- Provide guidance to be followed by employees
- Help create a safe and supportive environment which will assist any children who need personal/intimate care

When a child is admitted to the school we will discuss with parents/carers any needs, including personal/intimate, their child may have. It is at this stage in the admissions process that parents/carers are asked to sign a 'Personal Care Agreement Form' (see appendix 1) should a child require regular intimate care.

For three-year olds this usually happens prior to admission. Procedures are explained and parents reassured that the designated adults are aware of protocols.

Parents are advised to maintain a routine with their child at home; we will continue the routines at school and aim for the child to become toilet trained as appropriate.

Parents are informed if their child has had an accident and needed to be cleaned up.

## **Guidance to Adults in school – Vulnerability**

### **1. Context**

When we are working with children, we ourselves are vulnerable. We want to respond sensibly and sensitively to the children and their needs but we must avoid putting ourselves in situations where our own actions could be misinterpreted.

Staff must exercise careful judgement at all times and should be particularly aware of how their actions can be perceived.

You must always alert a colleague if you are changing a child's nappy or helping an older child to clean up if they are soiled or wet.

### **2. Which staff will provide personal /intimate care?**

Teachers and Teaching Assistants may all be identified as bona fide designated persons. Students and volunteers are not allowed to be part of these procedures. In an emergency situation another member of the permanent staff may need to carry out personal care.

### **3. Procedures**

- a. A child makes known they need help or a member of staff notices there is a need for the child to be cleaned
- b. The designated adult alerts another adult that they need to clean up a child
- c. The child is accompanied to an appropriate place.

#### **The adult must wear protective gloves and a disposable apron**

- d. Clothing is carefully removed trying to keep soiled mess away from the child's skin
- e. If possible, and the child is able to, they are asked to clean themselves
- f. If this is not possible or the child is too distressed the staff member uses baby wipes to clean the soiled area of skin as gently as possible being responsive to signals/words of distress
- g. As far as possible the dignity of the child is preserved and the child reassured
- h. Clean nappy/pull ups/underwear and clothing are given and the child encouraged to get dressed as independently as possible. Ensure the child's hands are washed
- i. As quickly as possible the child is returned to their class/activity.
- j. Soiled clothing is bagged and returned to the family the same day with a brief verbal explanation. Solid messes, disposable gloves and soiled wipes are put into a yellow bag, tied up and placed in the appropriate bin. The adult must wash their hands
- k. Where a child is very distressed staff may need to telephone the family and request a family member come to school to clean and change the child or alternatively take the child home
- l. Adults involved in any personal/intimate care must record this on the school log

Staff should exercise discretion when supervising or entering children's toilets; however, it is necessary to enter the toilets on occasions to supervise behaviour and check children are safe.

#### **4. Allegations of abuse**

Children can be subjected to abuse by those that work with them in a school setting. The procedures in the school's Child protection and Safeguarding Policy and Procedures must be followed. These are designed to ensure that if allegations of abuse are made, or there is a suspicion about the conduct of a member of staff, enquiries are made in order that children are protected. All allegations or suspicions of abuse by a professional staff member or volunteer are taken very seriously and treated in accordance with safeguarding procedures.

#### **5. The Principal's role**

- To ensure families, academy staff and local academy councillors are aware of this policy
- To ensure the policy, procedures and protocols are maintained
- To ensure staff have appropriate training
- To ensure equipment is fit for purpose, safely maintained and available for use
- To respond to allegations of child abuse.
- To monitor record of personal/intimate care.

#### **6. Responsibilities**

All staff are responsible for adhering to school policies. Staff are responsible for alerting the Principal, School Business Manager or Premises Officer if equipment is damaged or faulty.

#### **7. Monitoring the Policy**

The Principal will have day to day responsibility for the policy and will ensure that it is reviewed bi-annually by the Senior Leadership Team, in consultation with staff. Changes to the policy will be made in the light of the annual review or changes from the Department for Education.

## Appendix 1



Intimate/Personal Care Permission – Fosse Mead Primary Academy	
Pupil's name	
Date of Birth	
Parent name, address and contact number	

What aspects of intimate care are needed:	
How often is this required	
Where will the care take place?	
Who will provide the care?	
Additional information	

Parent/carer name, signature and date	Name:  Signature  Date:
SENCO, name, signature and date	Name:  Signature:  Date:

## Appendix 2

### Appendix 3

## Intimate care record – Unexpected incidents