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Intimate Care Policy

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CHPB Intimate Care Policy

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Statement of Intent

All children across the CHBP Federation have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of School life.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It is used in conjunction with our Safeguarding Policy, Health and Safety Policies and Administering of Medicines policy.

This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (2012). We work with parents towards toilet training at the appropriate age, unless there are medical or other developmental reasons why this may not be appropriate at the time. We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

1. The Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Childcare Act 2006
- Education Act 2002
- Education Act 2011
- Control of Substances Hazardous to Health Regulations 2002 (as amended in 2004).

2. What is Intimate Care?

For the purpose of this policy, "intimate care" is the hands-on, physical care in personal hygiene, as well as physical presence or observation during such activities.

Intimate care includes the following:

- Body bathing other than to the arms, face and legs below the knee
- Application of medical treatment other than to the arms, face and legs below the knee
- Toileting, wiping and care in the genital and anal areas and nappy changing.
- Dressing and undressing.

3. Roles and Responsibilities

- The Executive Headteacher, along with Heads of School, is responsible for ensuring that intimate care is conducted professionally and sensitively by all appropriate members of staff who are familiar with the Safeguarding Policy and to protect from any abuse.
- The Executive Headteacher, along with Heads of School, is responsible for ensuring that the intimate care of all children is carefully planned, including individual plans following discussions with the parent/carer and the child.
- The Executive Headteacher is responsible for ensuring suitable facilities and processes are in place for this provision.
- The Executive Headteacher is responsible for handling any complaints about the provision of intimate care in line with the school's Complaints Policy.
- All members of staff who provide intimate care are responsible for undergoing annual training for provision of intimate care. Staff should change children in the vicinity of another colleague in privacy.
- All members of staff who provide intimate care are responsible for undertaking intimate care practice respectfully, sensitively and in a caring way by their key worker or other staff to ensure children understand the intention and are protected.
- Parents/carers are responsible for liaising with the school to communicate their wishes in regards to their child's intimate care.
- Parents/carers are responsible for providing their consent to the school's provision of their child's intimate care.
- Parents/carers are responsible for adhering to their duties and contributions to their child's intimate care plan, as outlined in this policy.

4. Procedures for Intimate Care

This care will be undertaken with sensitivity and respect, with the child being spoken to by name and the steps explained meaningfully. Staff should note and respond to the children's interactions and the child encouraged to do as much for themselves as possible. Each changing event will be recorded. Advice from Health Professionals may be sought to support this process. All information will be stored confidentially and accessed by staff involved in the provision of care. Telephone permission will be sought if there is no written consent.

Staff will follow these steps:

- Gather all the necessary items needed before each nappy change, for example, nappy, wipes, nappy sack, cream if necessary (where cream is used the child should have their own named cream and written permission obtained from the parent). It is a good idea to have a named box or bag for each child containing these items and spare clothes in case of accidents.
- Wash and dry your hands.

- Put on gloves and apron. You should use a new set of gloves and apron for each nappy change.
- Approach the child and say or sign that it's time for a nappy change. You may need to negotiate (e.g. "OK, I can see you're playing, but we need to change your nappy. We'll do it in 2 minutes"). You should never approach a child from behind, pick them up and take them for a nappy change.
- Place the child on a nappy changing mat or, if using steps, support the child if necessary to climb up the steps.
- Remove the child's clothing to access the nappy. Remove the nappy and place it inside the nappy sack.
- If the child's clothes are soiled, they should be bagged separately and sent home, they should not be rinsed by hand.
- Using the wipes, clean the child from front to back and place the used wipes in the nappy sack. Tie the nappy sack and put it in the nappy bin.
- Put on a clean nappy and apply cream if necessary (see above).
- Take off the gloves and apron and place them in the bin.
- Dress the child.
- Help the child to wash their hands if necessary using liquid soap, warm water and paper towels.
- Wash your hands using liquid soap, warm water and paper towels.
- Record the changing on the clipboard indicating the child's name, reason for changing and your initials.

NB - Adjustments will need to be made, to the above, dependent on the needs of the individual i.e. a child with specific additional needs where changing may be required.

Members of staff will use the [Toilet Introduction Procedures](#), as outlined in the appendices of this policy, to get children used to using the toilet and encourage them to be as independent as possible.

- Children are encouraged to take an interest in using the toilet; they may just want to sit on the toilet at first.
- Older children can access the toilets whenever they have the need to and are encouraged to be as independent as possible.
- Children are reminded at regular times to go to the toilet.
- New children have a general 'induction' tour of the toilet to make them feel safe and comfortable.
- Children are encouraged to wash their hands after using the toilet and have soap and towels to hand.

5. Parental Engagement

The school will liaise closely with parents/carers to establish individual intimate care programmes for each child which will set out the following:

- What care is required
- Number of staff needed to carry out the care
- Any additional equipment needed
- The child's preferred means of communication, e.g. visual/verbal, and the terminology to be used for parts of the body and bodily functions
- The child's level of ability, i.e. what procedures of intimate care the child is able to do themselves
- Any adjustments necessary in respect to cultural or religious views
- The procedure for monitoring and reviewing the intimate care plan.

Parents must ensure that the child is toileted at the latest possible time before being brought to school and sign the Parental Consent form, as their child starts school.

6. Safeguarding Procedures

Adults dealing with the toileting needs of children are employees of the school and have undergone enhanced DRB disclosure.

- All staff are aware of the school's protocol and procedures following an induction and are kept informed of updates via the schools designated safeguarding lead.
- All staff have received appropriate safeguarding training and will receive support where necessary and a risk assessment of the processes and facilities undertaken annually
- Leaving a child in soiled or wet clothing for any length of time, even if waiting for the arrival of a parent or carer, could be interpreted as a form of abuse. Any concerns should be reported to the Designated Safeguarding Lead immediately.

8. Monitoring and Review

This policy will be reviewed bi-annually by the Executive Headteacher and/or DSL, who will make any changes necessary and communicate these to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Intimate Care Parental Consent Form

This form is to be completed by the relevant member of staff and signed by parents/carers.

Name of child:		Date of birth:	
Name of class teacher:		Class:	

Care requirements, including frequency:	Staff involved

Where will the intimate care be carried out?	What equipment/resources required

What infection control procedures are in place?	Disposal procedures.

Parents/carers need to provide/ ensure	Reporting procedures for parents/carers

I have read the Early Years Intimate Care Policy provided by the school and I agree to the intimate care plan outlined above.

Signature of parent/carer:		Date:	
Signature of staff		Date:	

Best Practice for Toilet Introduction Procedures

As children develop bladder control, they will pass through the following three stages:

1. The child becomes aware of having wet and/or soiled pants
2. The child knows that urination/defecation is taking place and is able to alert a member of staff
3. The child realises that they need to urinate/defecate and alerts a member of staff in advance

During these stages, members of staff will assess the child over a period of **two weeks** to determine:

- If there is a pattern to when the child is soiled/wet.
- The indicators that the child displays when they need the toilet, e.g. facial expressions.

Staff will implement the following strategies to get children used to using the toilet and being independent:

- Familiarise the child with the toilet, washing their hands, flushing the toilet and reference other children as good role-models for this practice
- Encourage the child to use the toilet when they are using their personal indicators to show that they may need the toilet
- Take the child to the toilet at a time when monitoring has indicated that this is when they would usually need the toilet
- Ensure that the child is able to reach the toilet and is comfortable doing so
- Stay with the child and talk to them to make them more relaxed about using the toilet
- Don't force the child to use the toilet if they don't want to, but still encourage them to do so using positive language and praise
- Deal with any accidents discreetly, sensitively and without any unnecessary attention
- Be patient with children when they are using the toilet, and use positive language and praise to encourage them

