Wharton Primary School

**Intimate Care  
POLICY**

****

# Date; September 2016 .................................. (Chair of Governing Body)

# Review Date; September 2019

**INTIMATE CARE POLICY**

**Introduction**

Intimate care is any care which involves washing, touching or carrying out an

invasive procedure (such as cleaning up a pupil after they have soiled themselves) to

intimate personal areas. In most cases care will involve cleaning for hygiene

purposes as part of a staff member’s duty of care. In the case of a specific procedure

only a person suitably trained and assessed as competent should undertake the

procedure.

The issue of intimate care is a sensitive one and will require staff to be respectful of

the child’s needs. The child’s dignity should always be preserved with a high level of

privacy, choice and control. There shall be a high awareness of child protection

issues. Staff behaviour must be open to scrutiny and staff must work in partnership

with parents/carers to provide continuity of care to children wherever possible.

Wharton Primary 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. The school recognises 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 or pain.

**Approach to best practice**

The management of all children with intimate care needs will be carefully planned.

The child who requires intimate care is treated with respect at all times; the child’s

welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so (including Child Protection and

Health and Safety training in lifting and moving if appropriate) and are fully aware of

best practice. Apparatus will be provided to assist with children who need special

arrangements following assessment from physiotherapist/occupational therapist as

required. 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. Wherever possible staff who are involved in the intimate

care of children will not usually be involved with the delivery of sex education to the

children in their care as an additional safeguard to both staff and children involved.

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/herself as he/she can. This may mean, for example, giving the child

responsibility for washing themselves. Individual intimate care plans will be drawn up

for particular children as appropriate to suit the circumstances of the child.

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. If this is the case, the

reasons should be clearly documented.

Wherever possible the same child will not be cared for by the same adult on a regular

basis; ideally there will be a rota of carers known to the child who will take turns in

providing care. This will ensure, as far as possible, that over-familiar relationships are

discouraged from developing whilst at the same time guarding against the care being

carried out by a succession of completely different carers.

Wherever possible staff should only care intimately for an individual of the same sex.

However, in certain circumstances this principle may need to be waived where failure

to provide appropriate care would result in negligence for example, female staff

supporting boys where no male staff are available.

Intimate care arrangements will be discussed with parents/carers on a regular basis

and recorded on the child’s care plan. The needs and wishes of children and parents

will be taken into account wherever possible within the constraints of staffing and

equal opportunities legislation.

**Isolated Incidents which may require Intimate Care or Support;**

In the case of toileting accidents, the member of staff present (teaching, support or welfare) will be responsible for supervising or giving appropriate support for cleaning the child. Another member of staff should be in the vicinity, should support be required either by the pupil or member of staff. Where this impacts on ratios for the remainder of the group, an additional member of staff will be taken from another class as necessary. Should the toileting incident happen at lunchtime, welfare assistants will take responsibility for cleaning/overseeing but should call upon a senior member of staff to compensate ratios.

If any Intimate care is given during the school day, the nature and level of care will be recorded and reported to Parents at the earliest opportunity.

**The Protection of Children**

Education Child Protection Procedures and Inter-Agency Child Protection procedures

will be adhered to.

If a member of staff has any concerns about physical changes in a child’s

presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns

to the appropriate designated person for children protection.

If a child becomes distressed or unhappy about being cared for by a particular

member of staff, the matter will be looked into 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, all necessary procedures

will be followed.

**Health and Safety**

Health and Safety advice for the school can be found in the Health and Safety

Overview, available in the School Office and given to all members of staff who work

with our children.

Further guidance can be found in the Safeguarding Information given to all staff.

**Additional Guidance for Schools**

**Introduction**

Schools often ask how they can ensure that an individual child’s needs are met whilst

having regard to the needs of all the other children within the school. There are a

number of issues to consider when responding to an individual child’s needs. The

following advice/strategies are some suggestions as possible ways to actively

promote inclusion and the welfare of pupils.

**Physical Contact**

All staff engaged in the care and education of children and young people need to

exercise caution in the use of physical contact.

The expectation is that when physical contact is made with pupils this will be in response to the pupil’s needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Extra caution may be required where a child has suffered previous abuse or neglect.

**Restraint**

There may be occasions where it is necessary for staff to restrain children physically

to prevent them from inflicting damage on either themselves, others or property.

In such cases only the minimum force necessary should be used for the minimum

length of time required for the child to regain self-control.

In all cases of restraint the incident must be documented and reported. Staff must be

aware of the school’s Positive Handling Policy.

Under no circumstances would it be permissible to use physical force as a form of

punishment, to modify behaviour, or to make a pupil comply with an instruction.

Physical force of this nature can, and is likely to, constitute a criminal offence.

**Pupils in distress**

There may be occasions when a distressed pupil needs comfort and reassurance

that may include physical touch such as caring parent would give. Staff must remain

self-aware at all times to ensure that their contact is not threatening or intrusive and

not subject to misinterpretation.

Judgement will need to take account of the circumstances of a pupil’s distress, their

age, the extent and cause of the distress.

**Changing facilities**

The toilet with disabled access will be used to change a child.

Children who have long-term incontinence will require specially adapted facilities.

**Equipment Provision**

Parents should provide nappies, disposal bags, wipes, changing mat etc. and

parents should be made aware of this responsibility. Schools are responsible for

providing gloves, plastic aprons, a bin and liners to dispose of any waste.

**Health and Safety**

Staff should always wear an apron and gloves when dealing with a child who is

bleeding or soiled, or when changing a soiled nappy. Any soiled waste should be

placed in a polythene waste disposal bag, which can be sealed. This bag should then

be placed in a bin (complete with a liner) which is specifically designated for the

disposal of such waste. The bin should be emptied on a weekly basis and it can be

collected as part of the usual refuse collection service as this waste is not classed as

clinical waste. Staff should be aware of the school’s Health and Safety policy.

**Special Needs**

Children with special needs have the same rights to safety and privacy when

receiving intimate care. Additional vulnerabilities that may arise from a physical

disability or learning difficulty must be considered with regard to individual teaching

and care plans for each child. As with all arrangements for intimate care needs,

agreements between the child those with parental responsibility and the school

should be easily understood and recorded.

Regardless of age and ability, the views and/or emotional responses of children with

special needs should be actively sought (with advocacy arrangements made for

those with communication difficulties) in regular reviews of these arrangements.

Particular care must be taken in instances which involve the same pupil over a period

of time. Where a member of staff has a particular concern about the need to provide

this type of care and reassurance they should seek further advice, from their line

manager or other appropriate person.

**Physical Education and other skills coaching**

Some staff are likely to come into physical contact with pupils from time to time in the

course of their duties when participating in games, demonstrating an exercise or the

use of equipment.

Staff should be aware of the limits within which such contact should properly take

place and of the possibility of misinterpretation.

Where it is anticipated that a pupil might be prone to misinterpret any such contact,

alternatives should be considered, perhaps involving another member of staff or a

less vulnerable pupil in the demonstration.

**Showers/changing clothes**

Young people are entitled to respect and privacy when changing clothes.

Given the vulnerabilities of the situation, it is strongly recommended that when

supervising children in a state of undress, another adult is present. Where possible

adults should not change in the same place as children.

**Out of school trips, clubs etc.**

Employees and other adults should take particular care when supervising pupils in

the less formal atmosphere of a residential setting, after-school activity or extra

curricular activity. Although more informal relationships in such circumstances tend to

be usual, the standard of behaviour expected of staff and other adults working with

the children will be no different from the behaviour expected within school. All adults

involved in such activities should be familiar with the school.s policy and all DCC

Guidance regarding out of school activities.

To ensure pupils. safety, increased vigilance may be required when monitoring their

behaviour on field trips, holidays etc. It is important to exercise caution so that a pupil

is not compromised and the member of staff does not attract allegations of overly

intrusive or abusive behaviour.

Meetings with pupils away from the school premises where a chaperone will not be

present are not permitted unless specific approval is obtained from the headteacher

or other senior colleague with delegated authority. Staff should not place themselves

in a position where they are in a vehicle, house or other venue alone with a child.

**Photography, videos and similar creative arts**

Staff should be aware of the potential for such media of teaching to be used for

the wrong purposes. Any concerns should be reported to the Headteacher, of if

necessary refer to the Whistle Blowing Policy.

Our school obtains consent for photographs to be taken and published from the

parents when the child starts school. It is the responsibility of the parents to inform

the school if there are any changes.

**ANNUAL REVIEW PERIOD**

**Adopted by the Governing Body: September 2012**

**Reviewed September 2014, 2016**

**Review date: September 2019**