



Mill Lane Primary School

Intimate Care Policy September 2021

Date written: Sept 2017
Updated: Samantha Lee
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Review Date: June 2023

Mill Lane

Policy for Intimate Care – (including toileting)

Aim

The aim at Mill Lane Primary is to ensure that children who require changing due to toileting (or other) needs receive this in a caring and hygienic manner, with minimum distress to the child, and in accordance with the child's individual routine.

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

All staff members under taking intimate care, including nappy changing, will abide by this policy.

For the purposes of this policy the term 'change' or 'changing' will refer to the changing of wet/soiled clothing and/or nappies.

The following steps should be taken

- Wet/soiled clothing or nappies should be changed on the changing room in a standing position, or on the floor using the designated changing mat and the child's individual changing products provided from home (clothes, nappies, wipes and cream if appropriate).
- Appropriate measures will be taken to maintain privacy and dignity.
- Only designated, employed school staff, with appropriate checks should carry out changing. If there is known risk of false allegation by a child then a single practitioner should not undertake changing. Other adults, not employed by the school, should not under any circumstances carry out the changing of a child they are not a parent of.
- In line with the Stockton Policy and Practice Guidance for intimate care (Appendix 1), "Best Practice Guidance would be 'staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken'. The Stockton Guidance also states "Teaching assistants have been given working conditions at level 2 which means that there is some exposure to disagreeable, unpleasant environmental working conditions i.e toileting as an inherent part of the job role. Under normal circumstances, it would be expected that this job be carried out by TAs and not by teachers – although in extreme urgent cases no adult looking after a child should refuse to change them."
- Children should be changed in the designated area with the top half of the stable door open which enables the child to be changed safely and with dignity, unless it is not appropriate to move them from the toileting area. The privacy and dignity of the child must be maintained.

- At all times staff should wear disposable gloves and aprons when dealing with an incident. These should be disposed of in a designated bin, using clinical waste disposal bags as provided (yellow bags).
- Fresh disposable gloves and apron should be used for each change.
- Soiled nappies should be appropriately wrapped and placed in the designated nappy bin. This bin should be kept out of reach from children.
- After each change the changing mat should be cleaned with anti-bacterial spray which should be stored out of reach of the children.
- After each change the staff should wash their hands with hot water and anti-bacterial soap.

Working in partnership with parents and carers

To avoid misunderstanding and to help parents and carers feel confident that the school is taking a holistic view of their child's needs, the school should be clear about the setting and the parents' or carers' responsibilities and expectations.

The parent or carer will therefore:

- Endeavour to ensure that the child is changed at the latest possible time before being brought to the setting.
- Provide the setting with sufficient nappies, wipes and cream which will be replenished upon request. A change of clothing should also be provided which will be renewed as required.
- Understand and agree the procedures that will be followed when their child is changed at the setting – including the use of any cleanser or the application of any cream.
- Agree to inform the setting should the child have any marks/rash that may only be noticed during a nappy change.
- Agree to a 'minimum change' policy. For instance, the setting would not undertake to change the child more frequently **than if** he/she were at home.
- Encourage your child/young person's self-help in intimate care procedures wherever possible.
- Wash and return any clothing provided by the school as soon as possible.
- Discuss any concerns regarding your child/young person intimate care progress with our staff.

In turn the School will:

- Agree to change the child during a single session should the child soil themselves or become uncomfortably wet, without being invasive. The children will be encouraged to clean themselves. If parental support is required, contact will be made.
- Agree to monitor the number of times the child is changed in order to identify progress made.
- Agree to report back to the parent/carer should the child be distressed, or if marks or rashes are seen that have not been prior indicated by the parent/carer.
- Agree to encourage your child/young person in their participation in their intimate care procedures wherever this is possible.
- To respect cultural practices through discussion with you, the parents/carer.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence for young children.
- We encourage children to take an interest in using the toilet.

The Stockton on Tees Policy and Practice Guidance (Appendix 1) should be read in conjunction with this policy.

Policy and Practice Guidance to foster safer working practices for Intimate/personal Care and Dignity for the child or young person requiring adult support.

It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

(Taken from A Summary of the rights under the Convention on the Rights of the Child)

Purpose of the guidance

This guidance refers to all children, of any age, who may require support for intimate/personal care from an adult on a daily basis and those who may require it occasionally or exceptionally.

As with all developmental milestones, there is a wide variation in the time at which children and young people develop and intimate/personal care may need to be provided at any stage.

Staff who work with children and young people or those with special needs will realise that the issue of intimate/personal care is a difficult one and will require staff to be respectful of children's needs. Intimate/personal care can be defined as care tasks of an intimate/personal nature, children and young people's dignity would need to be preserved and a high level of privacy, choice and control would need to be provided to them.

Schools/settings are committed to ensuring that all staff responsible for the intimate/personal care of children will undertake their duties in a professional manner at all times at the appropriate developmental level and degree of understanding. No child should be attended to in a way that causes distress or pain. This guidance is to help ensure good practice in this area.

Legislation

This policy and practice will support staff to overcome any challenges and be confident they are meeting the requirements of the Early Years Foundation Stage, Special Educational Needs and Disability Act (2001), the Disability Discrimination Act (1995), Equality Act (2010) and related legislation. Please reference and add link to medication policy for schools. Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted> Education Health Care Plans 37 – 50.

The Equality Act (2010) states that the responsible body of a school must not discriminate against a person:

- (a) In the arrangements it makes for deciding who is offered admission as a pupil.
- (b) As to the terms on which it offers to admit the person as a pupil.
- (c) By not admitting the person as a pupil.

It is not acceptable to ask parents to come to change their child if a child has a recognised disability as this is a direct contravention of the Act. Also leaving any child soiled for any length of time is considered a safeguarding issue since it places the child at risk of significant harm.

Facilities

Current Department of Education recommendations for purpose built foundation stage units include an area for changing and showering children to meet and support the development needs of young children.

If a school does not fall within this category, a suitable place for changing children, including providing the necessary resources should be provided. The Department of Health recommends an extended cubicle with a wash basin be provided within the class toileting area. It recommended that:

1. Where possible children or young people are changed standing up
2. Less mobile children or young people, or children in the foundation stage, may prefer to be changed on a suitable changing mat on the floor whilst still ensuring the dignity of the child.
3. Dispose of nappies observing the appropriate procedures.

Safeguarding and Welfare Requirements

All staff working in schools and settings with this responsibility of carrying out intimate/personal care procedures must have been recruited and selected robustly with appropriate levels of vetting checks necessary for their role. (regulated activity DBS). There is no legal requirement that a second member of staff must be available to supervise the intimate care process.

[Guidance for Safer Working Practice Oct 2015.pdf](#) point 15 Intimate/Personal Care

Best Practice guidance would be 'staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken'.

Management of Intimate/Personal Care Support in your School/Setting

Staffing

Teaching Assistants have been given working conditions at level 2 which means that there is some exposure to disagreeable, unpleasant environmental working conditions i.e. toileting as an inherent part of the job role.

Under normal circumstances, it would be expected that this job be carried out by TAs and not by teachers – although in extreme urgent cases no adult looking after a child should refuse to change them.

Agreeing a Procedure for Support in your School/Setting

Specific issues around toileting should be discussed at a private meeting with the parent/carer prior to admission into school. The meeting will also provide an opportunity to involve other agencies as appropriate, such as a Health Visitor, School Nurse or Children's Centre Staff.

A home/school intimate/personal care support policy should be in place which makes clear the partnership with parents when children are coming to your school. Such an agreement helps to avoid misunderstandings and also helps parents/carers feel confident that the school will meet their children's needs. See Practice guidance for example.

Where appropriate, parents and school staff will also need to agree a personal intimate care plan and training programme. Should a child with complex intimate care needs be admitted, the child's medical practitioners will need to be closely involved and a separate more specialised individual intimate care plan may be required.

Students, work experience students, parents and volunteers **should never** be involved in intimate/personal care issues. (Please ensure this is cross referenced with Safeguarding Policy or schools' own Student and Volunteer guidance/ working practices.)

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising. (Reference Safeguarding/Whistle Blowing Policies).

Partnership Working

Best practice guidance includes school making reasonable adjustments to meet the child or young person's personal needs.

Schools are expected to meet the needs of children with delayed personal development in the same way as they would meet the individual needs of children or young people with any other delayed development e.g language. Children and young people should not be excluded from normal school activities because there may be intimate/personal care issues.

Good practice should be for schools to engage with all families, and staff should take care both verbally and in terms of their body language to ensure that the child or parents are never made to feel as if their individual needs cannot be met.

If there are a significant number of young children arriving at school who have not yet developed their intimate/personal care skills, staff are advised to contact the Health Visiting Team or Children's Centre in their area to discuss their concerns. Staff at Children's Centres are able to organise a course for parents relating to the intimate care concerns.

If children are entering primary or secondary school with intimate/personal care needs which have not be addressed staff are advised to contact the specialist community nursing service

This means that school/settings should:

- Have written care plans in place for any pupil who could be expected to require intimate care
- Ensure that pupils are actively consulted about their own care plan

This means that staff should:

- Adhere to their organisation's intimate and personal care and nappy changing policies
- Make other staff aware of the task being undertaken
- Always explain to the pupil what is happening before a care procedure begins
- Consult with colleagues where any variation from agreed procedure/care plan is necessary
- Record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers
- Avoid any visually intrusive behaviour
- Where there are changing rooms announce their intention of entering
- Always consider the supervision needs of the pupils and only remain in the room where their needs require this.

This means that adults should not:

- Change or toilet in the presence or sight of pupils
- Shower with pupils
- Assist with intimate or personal care tasks which the pupil is able to undertake independently.

Date reviewed November 2016.



Appendix 2

Supporting your child/young person with Intimate Care.

What additional information would help us meet your child's individual needs. For example:

- what are the physical needs of the child/young person
- what are the emotional needs of the child/young person
- what are the preferred strategies for the child/young person?

School: Mill Lane Primary School

Child's Name and DOB: _____

Arrangements to be made	In place Yes/ No	Notes

Signed by Parent/Carer: _____

Name: (Print) _____ Date: _____

Signed by Staff member: _____

Name: (Print) _____ Date: _____

Appendix 4



School/Setting Agreement- to support staff involvement in Intimate Care

We aim to work closely with you and your child to ensure that they feel confident, secure and respected in our school/ setting.

Our Parents/ carers will help support us by:

- changing your child/young person at the latest possible time before coming to school
- provide spare nappies/ pull ups, wet wipes and sufficient changes of clothes
- wash and return any clothing provided by the school as soon as possible.
- a mutual agreement to the procedures to be followed during changing at school
- assist us by informing our staff if your child/young person has any marks/rashes
- encourage your child/young person's self help in intimate care procedures wherever possible.
- discuss any concerns regarding your child/young person intimate care progress with our staff

Our staff will support you by:

- changing your child/young person should s/he require it.
- inform you if your child/young person has any marks/rash and take further action as appropriate
- encourage your child/young person in their participation in their intimate care procedures wherever this is possible
- respect cultural practices through discussion with you, the parents/carer.

Signed by Parent/Carer: _____

Name: (Print) _____ **Date:** _____

Signed by Staff member: _____

Name: (Print) _____ **Date:** _____



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Policy for Intimate Care

Dear Parent/Carer

This letter will inform you about the policy and procedure that Foundation Stage Staff at Mill Lane adhere to concerning changing children. Our aim is to ensure that all our pupils are happy and confident in their surroundings and to ensure that any changing required is performed with minimum distress to the child, and in accordance to their individual routine. A copy of the school's intimate care policy is available upon request.

In order to ensure that this is possible we would appreciate your help by ensuring that your child is changed, or has been to the toilet, at the latest possible time before being brought into the setting. This will hopefully minimise the need for a change and enhance the learning experience for your child.

As a school we will provide a safe, secure and hygienic environment for changing your child, and your child will be changed by a trained member of staff. If your child is toilet trained, but is wet or soiled occasionally, we have spare clothes that we are happy to use; however, we request that they be returned promptly after being washed.

Commented [S1]: comma
Commented [S2]: comma
Commented [S3]: comma

As part of our continued care we ask you to inform the staff on duty of any rash or marks that your child may have that may only be seen during changing. At the same time school staff will inform you as parent/carer of any rash or marks that they notice during changing that have not been previously mentioned.

Should you have any concerns regarding this policy, or any additional requirements for your child please do not hesitate to discuss this with staff.

Yours faithfully

Mrs Skillcorn
Head Teacher

Commented [S4]: 2 words with a capital T

Child's name:.....D.O.B.....

I have read and agree to practice and procedures set out in this policy.

Signed:.....Relationship to child:.....Date:.....