

THE KINGSLEY SCHOOL

Intimate Care Policy

The effectiveness of this policy will be monitored by the Head of Prep School and SLT.

It is reviewed biannually.

Written: September 2019

Review: September 2020

To be reviewed: September 2021

Intimate Care Policy

This policy should be read in conjunction with The Kingsley Preparatory School Safeguarding Policy, staff appraisal and employee handbook. It applies to all pupils in the Early Years Foundation Stage and, in appropriate circumstances, older pupils who have a continence issue.

1. Introduction

In school, from time to time, we will need to manage children who have toileting issues. Most young children will have the occasional toileting accident whilst at school; however, other children may be late-developers and may start school with continence issues. A smaller proportion of children may have a physical or psychological origin for their inability to achieve continence.

These issues are often more common in EYFS where children are gaining confidence with being in a different environment and sometimes away from their home and families for the first time. The needs of children with delayed personal development should be met in the same way as would the needs of children with delayed language, or any other kind of delayed development. Therefore, children cannot be excluded from normal pre-school/school activities solely because of incontinence.

In dealing with continence issues, consideration to individual event, but also within the inclusive ethos of the Foundation Phase, the Early Years agenda and also the Equality Act 2010.

2. Aims

The purpose of this policy is to:

- provide clarity, guidance and reassurance to staff,
- safeguard the dignity, rights and well-being of children at school,
- assure parents that staff are knowledgeable about personal care and that their children's needs and their concerns are taken into account.

3. Principles

This Intimate Care Policy encompasses the principles behind the United Nations Convention of the Rights of the Child. These principles include the seven core aims for children and young people. These core aims are:

- a flying start to life
- access to education, training & employment
- to be healthy and free from exploitation
- access to play, leisure, sporting and cultural activities
- to be listened to and treated with respect
- to live in a safe home and community
- to not be disadvantaged by poverty

4. The Pupil's Voice

All pupils need to be listened to and treated with respect. Dependent upon the age and capacity of the child, this can be adhered to by:

- identifying the methods by which a child is able to communicate and recording this in the Personal Care Plan whilst it is being drawn up.
- approaching parents to represent the child's wishes if a child is unable to make an informed choice.
- responding to the child's wishes by observing his/her reactions whilst undergoing Personal care.
- using agreed appropriate terminology for parts of the body and functions. These should be documented in the '*Individual Personal Care Plan*'.

5. Facilities

There are a number of suitable places for changing children, which are indicated on our school Accessibility Plan and include several toilets or safe spaces in classrooms. All of these rooms also have suitable wash basins. The locality and suitability of particular rooms will be considered in relation to the needs in each individual case.

- When possible the child should be changed standing up.
- It is essential that the child's privacy and dignity are maintained at all times and verbal reassurance is given.
- Children should never be changed in a teaching area or public area or where food or drinks are prepared.

Changing a child is likely to take between ten and twenty minutes – this needs to be seen as a positive learning opportunity for the pupil and an opportunity to promote independence and self-worth. Levels of staffing and allocations are continually reviewed to take account of SEN needs throughout the school.

When identifying a suitable changing space, the provision should provide:

- Hot running water and liquid soap
- Paper towels or hot air blowers
- Disposable aprons and gloves
- Disposable wipes
- Nappy bags
- Cleaning fluids
- Ready access to spare clothing, suitable for different sizes, for children who may occasionally have the odd incontinence event.

Parents/carers will be expected to provide spare clothes for children when there are regular continence issues that justify the development of an agreed continence management plan.

All staff have an enhanced DBS check and would be considered suitable to undertake changing activities. However, in most cases, the most appropriate staff will be those who regularly work with that child, including class teachers, class-based teaching assistants or in exceptional circumstances, the school nurse.

6. Health & Safety

In accordance with our Health and Safety Policy, staff will be expected to use appropriate personal protective equipment as provided. When changing soiled clothing the following should be considered:

- Staff should wear a new pair of gloves for each child being changed and they should be disposed of via the normal domestic waste route.
- Wet/soiled underwear/clothes should be placed in a plastic bag and returned to the parents.
- The changing area should be cleaned using an antibacterial surface cleaner.
- Hot water and soap should be available to wash hands as soon as the task is completed and paper towels/a hot air dryer should be available for drying hands.

7. Safeguarding – Creating a Safe Learning Environment

Creating a safe learning environment means having effective arrangements in place to address a range of issues. Some are subject to statutory requirements, including child protection arrangements, pupil health and bullying. Others include arrangements for meeting the needs of children with medical conditions, providing first aid, school security, tackling substance misuse and having arrangements in place to safeguard and promote the welfare of children.

It also means having in place effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff and volunteers working at the establishment in line with specific guidance issues by Warwickshire and government departments.

Safeguarding Children in Education states that:

Section 175 of the Education Act 2002 requires local authorities and governing bodies of maintained schools to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children.

There are 2 aspects to safeguarding and promoting the welfare of children. They are:

- Arrangements to take all reasonable measures to ensure that risks of harm to a child are minimised
- Arrangements to take all appropriate actions to address the welfare of a child or children, working to local policies and procedures in full partnership with other local agencies.

Safe practice in toileting and changing should enable staff and children to be protected from child protection concerns.

Staff should be aware of the designated teacher for child protection and the process of referral in school in order to safeguard children and be aware of good practice in safeguarding themselves from allegations.

Members of staff are required to undergo Child Protection Awareness Training in Warwickshire every 3 years with designated teachers receiving further training.

- All staff should have enhanced CRB checks. In some circumstances there may need to be more than one member of staff witnessing a change. The designated safeguarding lead needs to be aware of safe practice.
- Students on placement should not be involved in a child's personal care.
- School/setting managers should be vigilant for any signs of improper practice.

- Any marks or injuries to the child should be reported immediately to the designated safeguarding lead in line with the Warwickshire Child Protection Procedures.
- Staff **should not** take mobile phones, cameras, or any other device which may be used to record images into the changing area.

8. Partnership

Toileting issues will usually be discussed with parents/carers prior to a child starting the school. Other professionals such as the school nurse will be consulted if the school becomes aware of a disproportionate number of children starting who are not yet toilet-trained and they could attend such meetings and provide toileting information for parents/carers.

We strongly expect parents to make all reasonable effort to support their child to gain continence before starting school and will provide support and guidance to help with these aims where an issue is identified.

The parent/carer would agree to:

- change their child at the latest possible time before coming to school/setting
- provide spare nappies/underwear, wet wipes and a change of clothes
- inform the school/setting of any rashes/marks
- the implementation of an individual toileting programme where appropriate
- review the Personal Care Plan if necessary

The school would agree to:

- change the child should s/he soil themselves or become uncomfortably wet
- monitor the number of times the child is changed in order to identify progress made
- report incidents of soiling to a parent on the same day
- report to parents and senior members of staff if the child becomes distressed or if a rash or superficial marks are noticed. (Any non-accidental injury should be reported to the designated safeguarding lead)
- review the Personal Care Plan if necessary

9. Job Description

Personal care will most like be undertaken by teaching or learning support staff. This is incorporated into their job descriptions and staff are fully aware that they may be required to provide this care when circumstances determine. Teachers are responsible for facilitating, supporting and releasing teaching/learning support assistants to fulfil this role.

10. Staff Training

At times, staff carrying out specific personal care procedures may require appropriate training (e.g. use of a hoist). They need to comply with child protection procedures, good working practices and health and safety regulations. In some instances training in manual handling may be required.