

# ST MARY MAGDALENE C OF E PRIMARY SCHOOL



## Intimate Care and Toileting Policy

**St Mary Magdalene Primary School is committed to safeguarding and promoting the welfare of children and young people. We are committed to ensuring that all staff responsible for intimate care of children and young people will undertake their duties in a professional manner at all times.**

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are unable to do. Intimate care tasks are associated with bodily functions, body products and personal hygiene that demand direct or indirect contact with, or exposure of the genitals. Examples include support with dressing and undressing (underwear), changing incontinence pads and nappies, helping someone use the toilet or washing intimate parts of the body. Disabled pupils may be unable to meet their own care needs for a variety of reasons and will require regular support.

The Governing Body recognises its duties and responsibilities in relation to the Disability Discrimination Act which requires that any child with an impairment that affects his/her ability to carry out normal day-to-day activities must not be discriminated against.

We recognise that there is a need for children and young people to be treated with respect when intimate care is given.

Staff will work in close partnership with parents and carers to share information and provide continuity of care. It is generally expected that most children will be toilet trained and out of nappies before they begin at school or nursery. However it is inevitable that from time to time some children will have accidents and need to be attended to. In addition to this an increasing number of children and young people with disabilities and medical conditions are being included in mainstream settings. A significant number of these pupils require adult assistance for their personal and intimate care needs.

**The Early Years Foundation Stage** curriculum includes Personal, Social and Emotional Development as a curriculum strand and this specifies planning for “the development of independence skills, particularly for children who are highly dependent upon adult support for personal care”. The development matters document includes reference to children being able to “dress and undress independently and manage their own personal hygiene”. As with other development statements, if children do not enter the Foundation Stage with the described skill, then they have to be taught. It is expected that a small number of children entering the Foundation Stage will not have independent toileting skills.

This may arise from a number of causes, including:

- Immaturity in skill development due to a general developmental delay;
- A specific medical problem, transient or long term;
- A specific psychological problem, eg some children find a 'change in their life' is enough to cause a delay/relapse.
- Part of a range of difficulties attributable to an identified disability;
- Ineffective toilet training – routines not established.

In order to help the children to become aware of their bodily needs and respond to them in time, those who wish to go to the toilet are always allowed to go, although they are encouraged as they progress through the school to use the toilet during break times. The school undertakes to attempt any support any training programme requested by a child's GP and/or the school nurse or parent.

Staff have access to the disabled toilet/changing room with a hand basin with access to warm water. There is also a stock of baby wipes, plastic bags and disposable protective gloves for staff to use, which they must do. If a child soils him/herself during school time, two members of staff will help the child:

- To remove their soiled clothes
- Clean skin (this usually includes bottom, genitalia, legs, feet)
- Dress in the child's own clothes or those provided by the school
- Double wrap soiled clothes in plastic bags and give to parents to take home.

At all times the member of staff pays attention to the level of distress and comfort of the child. If the child is ill the member of staff telephones the parent/carer. ***In the event a child is reluctant and finally refuses, the parent/carer will be contacted immediately.*** Our intention is that the child will never be left in soiled clothing. It is intended that the child will not experience any negative disciplining, but only positive encouragement and praise for his/her endeavours to master this necessary skill. It is always our intention to avoid drawing attention to such events and positively to encourage the child in his/her efforts to gain these skills.

#### **Our approach to best practice for ultimate care needs over and above accidents.**

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

Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist.

There is careful communication with any pupil who requires intimate care in line with their preferred means of communication to discuss needs and preferences.

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.

Pupils will be supported to achieve the highest level of independence possible, according to their individual condition and abilities

Individual care plans will be drawn up for any pupil requiring regular intimate care.

Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures.

Where possible one pupil will be cared for by one adult unless there is a sound reason for having more adults present. In such a case, the reasons will be documented.

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

Where a care plan is not in place and a child has needed help with intimate care (in the case of a toilet 'accident') then parents/carers will be informed the same day. This information should be treated as confidential and communicated in person, via telephone or by sealed letter.

### **Child Protection**

The Governors and staff of St Mary Magdalene Primary School recognise that disabled children are particularly vulnerable to all forms of abuse. Child Protection and Multi-Agency Child Protection procedures will be adhered to at all times. If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises or soreness for example) s/he will immediately report concerns to the Designated Safeguarding Lead or one of the Deputies. If a child becomes distressed or unhappy about being cared for a particular member of staff, the matter will be investigated at an appropriate level and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of the process of reaching a resolution. Further advice will be taken from partner agencies. If a child makes an allegation about a member of staff this will be investigated in accordance with agreed procedures.

January 2020

Next review date: January 2021 or sooner whichever is appropriate