

Intimate Care Policy



Learning together in a changing world, creating success for all.



Trinity Fields School and Resource Centre

Policy for Intimate Care

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

Trinity Fields is an Investors in Families School (iF)

We are committed to developing active and effective relationships with parents/carers and families, and recognise the value of close partnership working to improve outcomes for our pupils.

We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child's education.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Principles

This policy is based upon our core principle and our whole school commitment as a Rights Respecting School, this commitment ensures that we will place the values and principles of the UNCRC at the heart all policies and practices

All staff will work collaboratively with pupils, their parents/carers and other partners to ensure that **pupils are central to all that we do and that their needs and wishes are taken into account in all aspects of work**, irrespective of their individual needs.

At Trinity Fields School we will always do our very best to:

- create a happy, safe, supportive and stimulating learning environment;
- value and respect everyone;
- develop pupils' personal, social, emotional health and wellbeing;
- promote relevant academic and vocational skills;
- meet pupil's individual needs through imaginative and flexible approaches;
- enable all pupils to achieve their full potential.

Definition

Intimate care can be defined as any care which involves washing or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with incontinence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing. At Trinity Fields School this also includes supervision of pupils involved in intimate self-care.

Principles

The governing body will act in accordance with the following key policies and guidance to safeguard and promote the welfare of pupils at Trinity Fields:

- Section 175 of the Education Act 2002;
- Welsh Government guidance 'Safeguarding Children in Education' (007/2013);
- United Nations Convention on the Rights of the Child, which the Welsh Government has adopted as the basis for its work with all children and families in Wales;
- All Wales Child Protection Procedures 2008;
- Estyn's supplementary guidance for inspecting safeguarding in schools and PRUs (Summer 2012);
- Keeping Learners Safe, Welsh Government guidance 158/2015

We take our responsibility to safeguard and promote the welfare of our pupils very seriously. Meeting a pupil's intimate care needs is one aspect of our robust safeguarding arrangements.

The governing body recognises its duties and responsibilities in relation to the Equalities Act 2010 which requires that any pupil with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against.

This intimate care policy should be read in conjunction with the following policies and documents:

- Child protection and safeguarding policy
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings
- Whistle-blowing policy
- The Management of Allegations against Adults who work with Children
- Health and Safety policy and procedures
- Additional Learning Needs/Inclusion policy
- Administration of Medication policy

The governing body is committed to ensuring that all staff responsible for the intimate care of pupils undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.

We recognise that there is a need to treat all pupils, whatever their age, gender, disability, religion, ethnicity or sexual orientation with respect and dignity when intimate care is given. The pupil's welfare is of paramount importance and his/her experience of intimate and personal care should be a positive one.

It is essential that every pupil is treated as an individual and that care is given gently and sensitively: no pupil should be attended to in a way that causes distress or pain.

Staff will work in close partnership with parent/carers and other professionals to share information and provide continuity of care. Parental consent will be sought via the pupil's Health Care Plan. Information on intimate care should be treated as confidential. All staff undertaking intimate care must follow appropriate school protocols in terms of Health and Safety and hygiene.

This Intimate Care Policy has been developed to safeguard pupils and staff. It applies to everyone involved in the intimate care of pupils at Trinity Fields School.

Child focused principles of intimate care

Our intimate care policy and guidelines are based upon the fundamental principles within the United Nations Convention on the Rights of the Child (UNCRC):

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect. (e.g. It would not be appropriate to leave a child in wet/soiled clothes for any period of time)
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.

Best practice

Pupils who require regular assistance with intimate care have written consent agreed with staff, parents/carers. Ideally the plan should be agreed at a meeting at which all key staff and the pupil should also be present wherever possible/appropriate. Any historical concerns should be taken into account. The plan should be reviewed as necessary, but at least annually, and at any time of change of circumstances, e.g. for residential trips or staff changes (where the staff member concerned is providing intimate care). They should also take into account procedures for educational visits/day trips.

Where relevant, it is good practice to agree with the pupil and parents/carers appropriate terminology for private parts of the body and functions and this should be noted in the plan where appropriate.

Where a care plan is **not** in place, parents/carers will be informed if their child has needed help with meeting intimate care needs (e.g. has wet or soiled him/herself).

Accurate records should be kept when a child requires assistance with intimate care; these can be brief but should as a minimum, include full date, times and any comments such as changes in the child's behaviour. It should be clear who was present in every case.

Where pupils require ongoing support for their intimate care needs such as toileting, parents will be asked to sign a consent form at the beginning of the school year. e.g. nursery intake.

Staff involved with intimate care need to be vigilant to any issues that may require referrals to health or other agencies. In these circumstances accurate records should be kept.

All pupils will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each individual pupil to do as much for his/herself as possible.

Staff who provide intimate care should be made aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate. **Appendix 1.**

Staff will be supported to adapt their practice in relation to the needs of individual pupils considering developmental changes such as the onset of puberty and menstruation.

There must be effective communication with each pupil who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss their needs and preferences. Where the pupil is of an appropriate age and level of understanding permission should be sought before starting an intimate procedure.

Staff who provide intimate care should speak to the pupil personally by name, explain what they are doing and communicate with pupils in a way that reflects their ages.

Every pupil's right to privacy and modesty will be respected. Careful consideration will be given to each pupil's situation to determine who and how many carers might need to be present when s/he needs help with intimate care. SEN advice suggests that reducing the numbers of staff involved goes some way to preserving the child's privacy and dignity. Wherever possible, the pupil's wishes and feelings should be sought and considered. If manual handling is required then the plan should note the safe number of adults needed to remain during the toileting process.

An individual member of staff should inform another appropriate adult when they are going alone to assist a pupil with intimate care.

The religious views, beliefs and cultural values of pupils and their families should be taken into account, particularly as they might affect certain practices or determine the gender of the carer.

Whilst safer working practice is important, such as in relation to staff caring for a pupil of the same gender, there is research which suggests there may be missed opportunities for children and young people due to over anxiety about risk factors; ideally, every pupil should have a choice regarding the member of staff. There might also be occasions when the member of staff has good reason not to work alone with a pupil. It is important that the process is transparent so that all issues stated above can be respected; this can best be achieved through a meeting with all parties, as described above, to agree what actions will be taken, where and by whom.

Adults who assist pupils with intimate care should be employees of the school, not students or volunteers, and therefore have the expected range of safer recruitment checks, including enhanced DBS checks. All staff should be aware of the school's confidentiality policy. Sensitive information will be shared only with those who need to know.

Health and Safety guidelines should be adhered to regarding waste products.

Refer to "Health and Safety" policy for further details.

No member of staff will carry a mobile phone, camera or similar device when providing intimate care.

Safeguarding

The governors and staff at this school recognise that pupils with special educational needs are particularly vulnerable to all types of abuse. All school staff will fully comply with the school's safeguarding procedures, which are based upon the South East Wales Children's Safeguarding Board.

From a safeguarding perspective it is acknowledged that intimate care involves risks for pupils and adults as it may involve staff touching private parts of a pupil's body. In our school best practice will be promoted and all adults (including those who are involved in intimate care and others in the vicinity) will be encouraged to be vigilant at all times, to seek advice where relevant and take account of safer working practice.

Where appropriate, pupils will be taught personal safety skills carefully matched to their level of development and understanding.

If a member of staff has any concerns about physical changes in a pupil's presentation, e.g. unexplained marks, bruises, etc. s/he will immediately report concerns to the Designated Senior Person for safeguarding. A clear written record of the concern will be completed and a referral made to social services if appropriate, in accordance with the school's child protection and safeguarding procedures. Advice should be sought from social services as to whether parents/carers are informed of any referral.

If a pupil becomes unusually distressed or very unhappy about being cared for by a particular member of staff, this should be reported to one of the school's senior leaders (**Ian Elliott (HT), Tracey McGuirk (DHT), Leanne Boardman, Michelle Fitton or Christine Thomas (AHTs)**). The matter will be investigated at an appropriate level and outcomes recorded. Parents/carers will be contacted as soon as possible in order to reach a resolution. Staffing schedules will be altered until the issue/s is/are resolved so that the pupil's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a pupil, or any other person, makes an allegation against an adult or volunteer working at the school this should be reported to the Headteacher (Designate lead for safeguarding) or to Tracey McGuirk (Deputy Designate for safeguarding); who will take advice from the **The "Information, Advice and Assistance Service" (IAA)**, telephone number: **0808 1001727**.

If the allegation is about the headteacher this should be reported directly to Education Safeguarding (**Sarah Ellis or Helen West**); this type of allegation can also be reported directly to human resources through the LA's whistleblowing procedures (see whistleblowing policy). It should not be discussed with any other members of staff or the member of staff the allegation relates to.

Physiotherapy

If pupils require physiotherapy whilst at school, the programme needs to be agreed with parents/carers. School staff should only undertake physiotherapy techniques/programmes with pupils under the advice and guidance of the physiotherapist.

Under no circumstances should school staff devise and carry out their own exercises or physiotherapy programmes.

Any concerns about the regime or any failure in equipment should be reported to the physiotherapist.

Medical procedures

Many of our pupils require assistance with invasive or non-invasive medical procedures; this could include: the administration of rectal medication, managing catheters or colostomy bags. These

procedures will be discussed with parents/carers, documented in the health care plan and will only be carried out by staff who have been trained to do so and covered by the appropriate school/LA insurance.

It is particularly important that these staff should follow appropriate infection control guidelines and ensure that any medical items are disposed of correctly. (See useful links).

Any members of staff who administer medication or first aid should be appropriately trained in accordance with LA guidance. If an examination of a pupil is required in an emergency aid situation it is advisable to have another adult present, with due regard to the pupil's privacy and dignity.

Massage (including TAC PAC, Touch Trust, story massage etc.)

Massage is now commonly used with pupils who have complex needs and/or medical needs in order to develop sensory awareness, tolerance to touch and as a means of relaxation.

It is recommended that massage undertaken by school staff should be confined to parts of the body such as the hands, arms, leg from knee down to feet; feet and face in order to safeguard the interest of both adults and pupils.

Any adult undertaking massage for pupils should have been given appropriate guidance from suitably qualified staff. Care plans should include specific information for those supporting pupils with bespoke medical needs.

Monitoring and reviewing

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Executive Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school's policy review cycle.		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.

Useful links

WG Mind the Germs: Infection Control Guidance for Nurseries, Playgroups and other Childcare Settings

<http://wales.gov.uk/dphhp/publication/protection/communicable-disease/mindthegerms/germse.pdf?lang=en> ;

Health Protection Agency: Guidance on infection control in schools and other childcare settings

http://www.hpa.org.uk/webc/hpawebfile/hpaweb_c/1194947358374

Appendix 1: Intimate care points to remember

For further details please refer to “Healthy and Safety” policy.

- ✓ Always wear an apron and dispose of after one use.
- ✓ Always wear disposable gloves and dispose of after one use.
- ✓ Dispose of any loose contents of soiled nappies into toilet.
- ✓ Seal soiled nappies closed and dispose of in bin provided, make sure bin lid is closed to reduce odours.
- ✓ Spray bed with disinfectant and wipe after each child. Remember **pink** cloths are for use in toilets and **blue** for use in kitchen areas.
- ✓ If necessary, soiled under clothes should be rinsed in a bucket kept specifically for this use and the contents disposed of down the toilet.
- ✓ Store all toxic products up out of pupil’s reach.
- ✓ Please return hoist to original position for charging and ensure controls etc. are out of reach.
- ✓ Please leave the changing room/toilet as you would hope to find it.

Appendix 2: Intimate care– protocol to provide support and develop independence

Foundation Phase/Primary

Level 1

Pupil supported from outside the toilet cubicle. Verbal support and checking by opening door to pupil as required.

Level 2

1-1 support provided in the toilet, Take pupil into toilet, assist pupil dress/undress verbally, guided support if required to remove clothing with minimal physical help , step away and supervise when appropriate from inside toilet cubicle, support child wipe bottom if required.

Level 3

1-1 Total support for all toileting and dressing needs physical help provided throughout.

Level 4

2:1 for some pupils when unwell or agitated. One staff member to reassure as the other member of staff changes the pupil.

Secondary Phase

Level 1

Pupil supported from outside the toilet cubicle. Verbal support to check on pupil. Same sex staff for girls; Male staff for boys if possible

Level 2

1-1 support provided for toileting. Take pupil into toilet, assist pupil dress/undress verbally, guided support if required to remove clothing with minimal physical help, step away and supervise if possible from outside cubicle, listen attentively, re-enter toilet to support as required.

Level 3

1-1 total support for all toileting and dressing needs physical help provided throughout. Second adult in vicinity of toilet area.

Level 4

2:1 for some pupils when unwell or agitated. One staff member to reassure as the other member of staff changes the pupil.

Menstrual management

Level 1

1-1 support with verbal support provided from outside toilet.

Level 2

1-1 support for independent pupils, provide verbal guidance in simple steps for pupil to follow. Check steps are followed correctly. Adult leaves toilet and supports from outside whenever possible.

Level 3

1-1 total support provided to pupil to remove sanitary product and disposal. Support pupil to place clean sanitary product correctly in underwear. Second adult in vicinity of toilet area.

In all situations

- ✓ Same sex staff for girls'. Male staff for boys, if possible.
- ✓ Clean gloves and apron for each pupil.
- ✓ Spray bed with disinfectant and wipe after each pupil.

Pupils requiring manual handling/hoist

- ✓ 2-1 support provided. Follow procedures in the pupil's Manual Handling Plan.