




Yewstock School



Intimate Care Policy

Date reviewed by CC	14.11.2022	Policy Type	School
Date adopted by FGB	28.11.2022	Review Cycle	2 Years
Date of next Review	13.11.2024	Signed by Chair of Governors	
			

Yewstock Intimate Care Policy

Definition of Intimate Care

Intimate Care is any care which involves washing, changing, touching or carrying out an invasive procedure that most children carry out for themselves but which some are unable to do due to physical disability, additional support needs associated with learning difficulties, medical needs arising from the child's stage of development.

Intimate Care may involve help with drinking, eating, dressing and toileting. Help may also be needed with changing colostomy bags, feeding tubes and other such equipment. It may also require the administration of invasive medication.

In most cases Intimate Care will involve procedures to do with personal hygiene and the cleaning of equipment associated with the process. In the case of a specialised procedure only a person suitably trained in and assessed as competent should carry out the procedure.

All staff at the school who carry out intimate care will have been subject to an enhanced Disclosure and Barring Service (DBS) with a barred list check before appointment, as well as other checks on their employment history.

Staff providing Intimate Care must be aware of the need to adhere to good Child Protection practice in order to minimise the risks for both children and staff. It is important that staff are supported and trained so that they feel confident in their practice.

AIMS

The aims of the policy and associated guidance are:

- To safeguard the dignity, rights and wellbeing of children and young people.
- To ensure that children and young people are treated consistently when they experience intimate personal care in two or more settings.
- To provide guidance and reassurance to staff.
- To ensure that parents/carers are involved in planning the intimate care of their child and are confident that their concerns and the individual needs of their child are taken into account.
- To reassure parents/carers that staff have undergone appropriate child protection screening and are knowledgeable about intimate care.

Yewstock school is committed to ensuring that all staff responsible for the intimate care of children and young people in Yewstock will undertake their duties in a professional manner at all times. Yewstock 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. The child's welfare and dignity is of paramount importance. Every child's right to privacy will be respected.

Parents/carers views will be sought and listened to with regard to intimate care of their child.

Much of the information required to make the process of intimate care as comfortable as possible for the child is available from parents and/or carers. They must be closely involved in the preparation of intimate care protocols. The importance of regular consultation and information sharing with parents/carers and professionals working with the child is emphasised throughout the policy and guidance.

Staff involved in providing Intimate Care are given information and training both in relation to the specific care being provided, including lifting and handling and in relation to child protection. This occurs through staff induction and in class team practice and transitions.

Rationale

The purpose of these guidelines is to set out procedures that safeguard children and young people and staff by providing a consistent approach within a framework and recognise the rights and responsibilities of all those involved in providing intimate care for children and young people.

We believe that all children and young people should be able to participate in all aspects of community life so that intimate care procedures will be carried out in various settings. It is therefore important that appropriate facilities and equipment are available wherever possible.

We recognise that intimate care raises complex issues. Whilst it may not be possible to eliminate all risks the balance should be on the side of dignity, privacy, parental (and where appropriate pupil) choice and safety.

This policy should be read in conjunction with the Health and Safety and Safeguarding policies.

Types of Intimate Care

Intimate care involves helping pupils at Yewstock with aspects of personal care which they are not able to undertake for themselves, either because of their age and maturity or because of developmental delay or disability. Children and young people with disabilities may require help with moving and handling, eating and drinking and all aspects of care including:

- Washing and drying
- Dressing and undressing (including swimming)
- Supported eating (including tube feeding)
- Administering medication
- Toileting and Menstruation
- Physiotherapy exercise programme/Moving and handling/Massage/Intensive interaction/TAC PAC/Sherborne Movement
- Dental Hygiene
- Care of Tracheostomy
- Applying topical medicines (e.g. sun creams, eczema creams)

We aim to

Safeguard the rights and wellbeing of children and young people with regard to dignity, privacy choice and safety.

Ensure that children and young people are treated consistently when they experience intimate personal care.

Assure parents/carers that all staff are knowledgeable about intimate care and that individual concerns are taken into account and when possible are acted upon.

Involve parents and carers in decisions about the Intimate Care of their children/young people.

Provide appropriate guidance, training, supervision and reassurance to staff, and to ensure safe practice.

Ensure that details of an agreed individual Intimate Care protocol are shared with other agencies that support the pupil.

Ensure the child or young person's choices will be taken into consideration in developing an individual Intimate Care protocol with parent/ carer agreement.

Provide staff with information and appropriate guidance or training in Intimate Care.

Approach to Best Practice

The management of all children and young people with intimate care is carefully planned. All staff who provide intimate care are trained in the specific types of intimate care they undertake alongside regular safeguarding training and Manual Handling. Appropriate facilities and equipment for intimate care to take place are provided. All staff working with identified pupils receive annual Moving and Handling update training. All new staff will receive introductory training in Moving and Handling principles.

All staff are expected to be able to support with the intimate care of pupils. However, as some pupils reach puberty staff may need to exercise discretion regarding who are the best members of staff to provide the intimate care.

Principles of Best Practice

- To allow the child or young person to care for him/herself as far as possible, to encourage independence and to encourage him/her to carry out aspects of intimate care as part of his/her personal and social development. Targets may be set in developing these life skills.
- To provide facilities appropriate to the child or young person's age and individual needs.

- To show awareness of and be responsive to the child or young person's reactions, their verbal and non-verbal communication and signifiers.
- To use the opportunities during intimate personal care to teach children and young people about the value of their own bodies, to develop their personal safety skills and to enhance their self-esteem.
- To allow a rotation of staff so that the children and young people are not cared for by the same adult on a regular basis, to discourage over familiar relationships.
- It is best practice from health and safety and safeguarding perspective to have 2 members of staff present. If it is not possible, another member of staff should be alerted before carrying out intimate care and also once the procedure has taken place.
- To keep intimate care records.
- In considering safeguarding as well as Deprivation of Liberty, no doors will be locked when supporting a pupil with intimate care.

Communication Regarding Intimate Care

Permission

Permission must be sought from the parent/carer before any form of intimate care can be undertaken. All those staff working with the child or young person should know that permission has been given before undertaking any intimate care. A plan will be completed by the class teacher/TA and agreed with parents.

Daily Home/School Communication

It is good practice to maintain a regular system to pass information between the school or centre and home. This communication will include information such as:

- How well a child or young person has eaten/or what she/he ate and drank
- Specifics of daily toileting if appropriate or requested by parents/carers
- Particular achievements
- Seizures
- Medication, including time and dosage
- Need for individual intimate care supplies when running low (eg, pads, nappies, wipes, creams, etc.)

Communication of Intimate Care Information to Parent/Carer

Information on sensitive issues which may include intimate care should be communicated by telephone, sealed letter or personal contact as appropriate. Staff must have an understanding of parental and cultural preferences and take account of these and continue to maintain confidentiality and dignity for the parent/carer.

Staff Communication with the Child or Young Person

Use of language, signs, symbols, photographs or objects should be used as appropriate at all times. Staff should work in a reassuring, supportive and focused manner with the child or young person when involved in intimate care to maintain their dignity. Staff should take care to explain each step of the process to the child or young person, making sure not to make any personal or derogatory comments.

Responsibilities

Managers Responsibilities

To ensure that staff will receive ongoing information, guidance and training in good working practices which comply with health and safety regulations such as hygiene procedures, Moving and Handling, awareness of medical conditions and associated first aid/child protection procedures and other aspects of Intimate Care.

To keep a record of training undertaken by staff and to ensure that refresh and update training is provided where required.

To provide an induction programme for all new staff and to ensure that they are made fully aware of the individual Intimate Care plans for the children and young people they are supporting.

To ensure that all new staff are familiar with the school's Intimate Care Policy and relevant individual Intimate Care Plans and that they receive the appropriate assistance from experienced staff to provide the children and young people they are supporting with the intimate care as outlined in their individual plans.

Apprentices will be supported by Apprenticeship Lead to read and understand the intimate care policy with guidance to support and reassure the apprentice regarding appropriate interaction with pupils in relation to the following:

- Hand hygiene
- Dressing
- Supported eating
- supervision with physio and exercise programmes
- massage
- intensive interaction
- body signing
- TACPAC
- Sherborne Movement

If a child makes an allegation against a member of staff, the responsibility for intimate care of that child will be given to another member of staff as quickly as possible and the allegation will be investigated according to the school's safeguarding procedures.

Staff Responsibilities

Staff must be familiar with the Intimate Care policy, procedures and plans.

Staff must report any concerns regarding any physical changes i.e. bruises, marks, scratches, on a child to the Designated Safeguarding Lead or Deputy DSL immediately and record appropriately on My Concern.

If a member of staff carrying out intimate care has concerns about physical changes in a child's appearance (e.g. marks, bruises, soreness), they will report this using school's safeguarding procedures immediately.

If a child hurt accidentally or there is an issue when carrying out the procedure, the staff member will report the incident immediately to a First Aider and a DSL/DDSL.

Staff must adhere to health and safety and intimate care policies and procedures and must report any health and safety concerns to managers within their establishment.

A member of the class team will liaise with parents/carers and other appropriate services over the development and implementation of the agreed Intimate Care Plan. The plan will be reviewed regularly to ensure it continues to meet and adapt to the child or young person's changing needs.

Class team members will liaise with other professionals regarding specific aspects of Intimate Care (e.g. Physiotherapy) and their advice will be included in the child or young person's individual Intimate Care Plan.

Staff may sometimes work in consultation with any other medical professionals involved with the child or young person in the development of individual Intimate Care Plans if required.

Class team members will take part in training for any aspect of Intimate Care Support as necessary or appropriate.

APPRENTICES/BANK STAFF

An apprentice/Bank Staff must initially remain under the supervision of a Yewstock member of staff to support and acquire the necessary training and guidance on how to administer intimate care to individual pupils regarding toileting. The class teacher should assess when the apprentice is sufficiently competent, confident and has developed a trusted relationship to allow her/him to undertake sole supervision of toileting. Apprentice/ Bank Staff can observe pupils that are independent at toileting and only need supervision for transitioning back to class, without training and to discretion of the class teacher.

Agency and Supply Staff

Supply or agency staff are booked to undertake work in our special school. This may be for a day, infrequently or longer term and regular. The nature of our pupils means that there is likely to be a degree of intimate care involved, so it is completely reasonable to expect them to support with this.

Supply staff are usually provided through an agency and therefore are not members of Yewstock staff. If they don't agree to support intimate care, then they are not meeting the needs of our

pupils and we will not use them in school. However, there is a difference between being in school for one day or infrequently being on long term supply. Yewstock employees would need to use common sense for agency staff who don't know the pupils well. They should not be expected to perform intimate care on their own but with the supervision and instruction of a member of Yewstock staff.

Providing Intimate Care off-site

Staff should take all intimate care resources with them as necessary to meet pupils needs. Travel mobile hoisting facilities are available to be taken on off-site visits. The school has radar keys which can be taken off-site to allow entry to accessible toilets.

Provision of intimate care supplies and resources

Parents/carers are to supply individual supplies and resources. This includes pads, nappies, wipes, creams and anything else specific to the needs of their child or young person.

The school will provide gloves, aprons and any required PPE for staff as well as cleaning supplies.

For Further Support Regarding Intimate Care

The following members of staff are responsible for overseeing intimate care procedures in Yewstock school and can give advice when requested.

- **Steph Sanders** – Complex Needs Lead
- **Jeni Pike** – Manual Handling Lead
- **Rob Holliday & Sue Danoris** – First Aid Leads

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This should endeavour to advance equality of opportunity and foster good relations for all.

Mental Health and Wellbeing Statement:

Yewstock school aims provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.

All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.

Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing

GUIDANCE ON PROVIDING SPECIFIC TYPES OF INTIMATE CARE

APPENDICES TO INTIMATE CARE POLICY

Yewstock School

1. Hand hygiene
2. Dressing (including swimming)
3. Supported eating
4. Toileting and menstruation
5. Physiotherapy/exercise programmes
6. Massage, Intensive Interaction, Body Signing, TACPAC, Sherborne Movement

Also attached:

Intimate Care Policy – Staff information summary (to be shared at induction)

Intimate Care Plan

Permission for school to provide intimate care (to be given out in new pupil pack)

1. Hand hygiene

When dealing with pupil's intimate care, protective gloves and aprons should be worn by staff who are assisting, as well as any necessary PPE.

Good hand washing is the single most effective way of stopping germs from getting into our bodies and causing infection.

Liquid soap is better than solid soap because it is less likely to become contaminated.

In some circumstances it may be necessary to disinfect with an alcohol disinfectant solution e.g. when a child has an infectious disease.

Disposable paper towels or air dryers are the best option for drying hands because damp towels can harbour germs.

Don't assume children know how to wash their hands.

Hand Washing Procedure

1. Wet hands and wrists under warm running water
2. Apply a small amount of liquid soap
3. Rub hands together vigorously ensuring soap and water is applied to all surfaces of the hands up to the wrists. Be sure to rub between fingers, the palms and the back of the hands (for at least 20 seconds)
4. Rinse hands under running water
5. Dry hands, preferably using paper towels

Encourage pupils to wash their hands before eating and ALWAYS after using the toilet.

2. Dressing (including swimming)

Ensure facilities provide privacy and modesty e.g. separate toileting and changing for boys and girls or at least adequate screening.

Pupils should be encouraged to dress/undress themselves independently.

There should be a clear plan, appropriate to each individual for (un)dressing for those who require supervision.

When using Public Facilities staff should be aware in advance of the nature of the facilities, and to ensure the dignity of each participant in the activity.

Whilst it is not always possible for staff to change separately from pupils at a public swimming pool, it is important that they do so discretely to avoid any embarrassment to the pupils.

3. Supported eating

Eating is a social occasion. Encourage pupils to wash their hands before eating.

Positioning – It will be agreed by the team involved as to where the pupil will eat meals. If you are supporting a child to eat, ensure that the child is well positioned in his/her chair in a stable, upright position and that his/her head is in the mid-line and aligned with his/her body.

Object of reference:- individually chosen for each pupil, where required, to indicate to them that it is time to eat (or other relevant method of communication).

Pupils should be encouraged to eat as independently as possible and make choices where appropriate.

For further information refer to individual pupil's Eating and Drinking Guidelines.

Be mindful of the following:

Tell the pupil what the food is and show them the food. This is particularly important when the food is pureed.

Take the spoon to the child's mouth. Do not force him/her to take the food.

Remove the spoon on a horizontal angle and try not to scrape the food off teeth and upper lips.

If a child bites on the spoon, wait until they release the spoon.

If the child is not opening their mouth or turning away or pushing the spoon away, acknowledge they are saying they have finished and do not force them to take more.

Individual methods of communication for "more" and "finished".

Do not feed a pupil with complex needs unless you have read their guidelines.

Be aware of the signs of aspiration.

4. Toileting and menstruation

This should be considered in conjunction with the pupils manual handling plan.

Guidelines

Provide facilities, which afford privacy and modesty, with a separate toilet for girls and boys. These should be clearly marked. Screening should be provided where necessary e.g. when an individual requires nappy or pad changing.

There should be sufficient space, heating and ventilation to ensure the individual's safety and comfort.

There should be appropriate and specialised toilet seats provided for the size and physical needs of the child or young person. A step may be necessary for younger children.

Staff must receive training in good working practices, which comply with health and safety regulation, such as wearing appropriate disposable gloves for certain procedures and methods of dealing with body fluids and other PPE where required. Gloves must be worn when dealing with all bodily fluids and disposed of as soon as the procedure has finished to prevent cross contamination. Fresh gloves must be used for each pupil and it is best practice to wear a disposable apron when toileting.

Ensure that adequate facilities are provided, such as toilet paper, liquid soap, paper towels, bin for disposal of soiled pads and paper cloth for changing mats and tables.

Supplies of suitable cleaning materials must be provided for cleaning and disinfecting areas.

Items of protective clothing such as disposable gloves and aprons must be provided and readily accessible.

Supplies of fresh clothes should be available when required.

Some children and young people may prefer to be changed by a single member of staff for reasons of privacy and dignity. Where an individual expresses a clear preference, this must be respected if possible. It is acceptable for a single member of staff to change a child or young person providing they ensure that:

- Another member of staff is aware of what is happening and is available to support if necessary.
- The event is recorded and initialled by the member of staff who changes the child. Any issue or problem, such as bad nappy rash, which may have arisen or been noticed should also be recorded. This should be shared with the parent/carer and a copy of the written record supplied.
- Wherever possible, staff should care for a child of the same gender, especially as pupils get older. However, it is recognised that this will not always be possible. Male members of staff should not normally provide routine intimate care, such as toileting, changing or bathing, for adolescent girls. This is safe working practice to protect pupils and to protect staff from allegations of abuse.

It may be necessary, however, to have more than one member of staff to help while toileting a child or young person because of health and safety or other considerations. Children's Moving and Handling Risk Assessments are in place for children who are heavier and with physical disabilities, as they may require hoisting and a hydraulic changing table, and these should be provided. Staff must be trained in the use of these aids and equipment to ensure safe systems of work are adhered to. Yewstock School policy for Moving and Handling should be consulted. All staff must be aware of good hygiene and its implications.

5. Physiotherapy/exercise programmes/Manual Handling Procedures

For some children and young people physiotherapy/exercise and manual handling procedures are advised by qualified physiotherapists and regularly delivered by school staff. Parents/carers and Health and Education personnel involved should agree all aspects of the programme. Many exercises involve touch and should be carried out in line with professional advice. It is recommended that this advice be given in writing.

Regular consultation with all parties is recommended in order to identify any changes required and ongoing training to be given as and when required. Any agreed moving and handling procedures

should be followed at all times. It is the responsibility of individual staff to monitor their own safety at all times and continually assess the risks involved.

For further information see the school Moving and Handling policy.

6. Massage and Intensive Interaction

[a] Massage

Massage is often used with children and young people for therapeutic reasons and for those who are uncertain about touching and exploring objects and about being touched by others.

Massage is often considered as a means of relaxation and of experiencing touch in a positive context. When using massage staff need to understand that the child or young person becomes more vulnerable. Massage should therefore be carried out within a relationship of trust, built up gradually with staff who already know the child or young person and who can interpret their behaviour and respond appropriately. Most guidance recommends that massage be restricted to areas of the body such as the hands, feet and face.

For further information see the school policy on Massage Therapy.

[b] Intensive Interaction

Intensive Interaction is an approach to helping people with severe learning difficulties to learn more about communicating and relating.

In carrying out Intensive Interaction activities the member of staff attempts to create enjoyable and understandable interactions with the other person.

When using Intensive Interaction staff need to understand that the child or young person becomes more vulnerable. Intensive Interaction should therefore be carried out within a relationship of trust, built up gradually with staff who already know the child or young person and who can interpret his/her behaviour and respond appropriately.

[c] Body Signing

For some individuals with complex needs and/or severe and multiple sensory impairment Body Signing, involving repeated touching, may be the recommended means of communication. The usual procedures for involving parents/carers in planning, recording consent, and reviewing methods and progress should be followed.

[d] Tac Pac

For some individuals with complex needs and/or severe and multiple sensory impairment Tac Pac combines touch and music to promote communication and social interaction, sensory, neurological and emotional development.

[e] Sherborne Movement

Sherborne Developmental Movement is an approach to teaching and working with movement that is both accessible, especially by people with minimal movement experience, and yet relevant at a more sophisticated level.

Massage, Intensive Interaction, Body Signing, Tac Pac and Sherborne Movement should only be used with a child or young person where it is an agreed approach and is included within the EHCP, ACE Target, Communication Passport or other planning document. Use of massage should be recorded.

Yewstock School

Intimate Personal Care – Staff Information Summary

Staff Responsible: All staff who support pupils needing any aspect of Intimate Care described in the full policy.

It is important that all staff have read and understand the full policy.

Yewstock School is committed to ensuring that all staff responsible for the intimate care of children and young people will undertake their duties in a professional manner at all times. We recognise 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. The child's welfare and dignity is of paramount importance. Every child's right to privacy will be respected. Parents/Carers views will be sought and listened to with regard to every part of the full policy.

Definition of Intimate Care

- Washing and drying
- Dressing and undressing [including swimming]
- Supported eating [including tube feeding]
- Administering medication
- Toileting and menstruation
- Physiotherapy exercise programmes/Moving and Handling
- Massage, Intensive Interaction, Body Signing, Tac Pac and Sherborne Movement
- Dental Hygiene
- Care of Tracheostomy
- Application of topical medicines [e.g. sun cream, eczema cream]

Best Practice

Please read the school **Intimate Care Policy**

What to do if a child in your care will require intimate personal care:

Complete the following protocols, keep a copy of each in the pupil's Green File, 'My Learning Profile' for the child and give a copy to each teacher who works with the child or young person and also save a copy to the appropriate folder in Teaching Staff on the school Intranet.

Intimate Care Plan – ensure this is completed and sent to parents/carers for signature.

Permission to provide Intimate Care – ensure this is completed and sent to parents/carers for signature.

In addition, ensure that you and your team and any other agencies supporting the child have read and are using appropriate methods and protocols.

Intimate care policies and guidance must be adhered to at all times to ensure the health, wellbeing and safety of all our pupils and staff. **Never do something unless you know how to do it. If you need to be shown more than once, please ask again.**

Yewstock School - Intimate Care Plan

Name: DOB:	NC Year: Date of Plan:	Class:
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School staff involved in intimate care	Other agencies involved

Nature of Intimate Care	Details of assistance required
Washing/showering/drying	
Dressing and undressing	
Supported eating and drinking (incl. tube feeding)	
Administering medication	
Toileting and personal care	
Physiotherapy, exercise and Moving and Handling	
Massage/Intensive Interaction/Body Signing/Tac Pac/Sherborne Movement	
Dental hygiene	
Care of tracheostomy	
Applying topical medicines e.g. eczema cream	

Resource Needs	Provided by (parent/carer, school, other)

Special arrangements/considerations

Signed	Date	Review date
Parent/Carer:		
Staff member:		

Copy to :SIMS and Parent/Carer

Yewstock School

Permission for School to Provide Intimate Care

Child's Name:

Male/ Female

Date of Birth:

Parent/Carer's Name:

Address:

I give permission to the school/centre to provide appropriate intimate care to my child/young person e.g. changing, toileting, feeding, showering, medical support or other.

I wish to advise you that I would like the following to be the approach to this:

Special arrangements for my child should be as follows (please continue on a separate sheet if required)

I will advise the school of any medical issues which impact on the intimate care of my child/young person.

The medical issues are:

Name.....

Signature.....

Relationship to child.....

Date.....