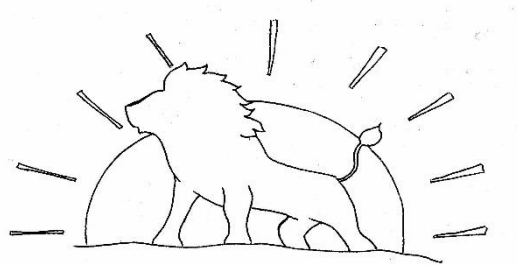


Intimate Care and Toileting Policy

Northwick Park MAT



Northwick Park Primary and Nursery

We Take Pride



...working together

Approved by: LGBs

Date: 1.7.20 LB, 15.7.20 NP

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Northwick Park Academy Trust

Intimate care and toileting Policy

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Northwick Park Academy Trust

Intimate care and toileting Policy

Introduction

An increasing number of children and young people with disabilities, medical needs or developmental delay are attending mainstream educational settings and early years and childcare settings. A significant number of these children require assistance with intimate care tasks, especially toileting. Other children may also experience difficulties with toileting for a variety of reasons.

At Northwick Park Academy Trust we believe that all children/young people we work with have the right to be safe, to be treated with courtesy, dignity and respect, and to be able to access all aspects of the education curriculum.

This document outlines clear principles and guidance on the issue of supporting intimate care needs with specific reference to toileting. It should be considered in addition to the guidance "The Administration of Medicines" which should be used in the first instance for children and young people with medical/nursing needs.

The Equality Act 2010 (replaced The Disability Discrimination Act and all amendments)

The Equality Act 2010 brings together disability discrimination law with other equalities legislation. In October 2010 most of the duties in the Disability Discrimination Act (DDA) were replaced by the Equality Act 2010. It sets out the different ways in which it's unlawful to treat someone.

Anyone with a named condition that affects aspects of personal development must not be discriminated against. Delayed continence is not necessarily linked with learning difficulties, but children with global developmental delay which may not have been identified by the time they enter nursery or school are likely to be late coming out of nappies. It follows that it is unacceptable to refuse admission to children and young people who are delayed in achieving continence.

We, as a Trust, have an obligation to meet the needs of children and young people with delayed personal development in the same way as they would meet the individual needs of those with delayed language, or any other kind of delayed development. Children should not be excluded from normal pre-school activities solely because of incontinence, neither should they be sent home to change, or be required to wait for their parents or carers to attend to them at school. All such issues have to be dealt with on an individual basis, and we will attempt to make reasonable adjustments to meet the needs of each child or young person.

1 – Aims

The aims of this policy and associated guidance are:

- To safeguard the rights and promote the welfare of children and young people.
- To provide guidance and reassurance to staff whose contracts include intimate care.
- To assure parents and carers that staff are knowledgeable about personal care and that their individual concerns are taken into account.
- To remove barriers to learning and participation, protect from discrimination, and ensure inclusion for all children and young people as pupils and students.

2 – Definition of intimate care

At the Northwick Park Academy Trust, we define intimate care as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. Help may also be required with changing colostomy or ileostomy bags, managing catheters, stomas or other appliances. In some cases, it may be necessary to administer rectal medication on an emergency basis. Our policy on the Administration of Medication is in place to support staff and children and young people where nursing tasks are required. The Administration of Medication document makes it clear that teaching staff are under no obligation to provide nursing care, and the same applies to intimate care.

Intimate care tasks specifically identified as relevant include:

- Dressing and undressing (underwear)
- Helping someone use the toilet
- Changing Nappies, Pull ups or continence pads (faeces)
- Changing Nappies, Pull ups or continence pads (urine)
- Washing intimate parts of the body after soiling
- Changing sanitary wear

Definition of personal care

Personal care generally carries more positive perceptions than intimate care. Although it may often involve touching another person, the nature of this touching is more socially acceptable, as it is less intimate and usually has the function of helping with personal presentation and hence is regarded as social functioning. These tasks do not invade conventional personal, private or social space to the same extent as intimate care and are certainly more valued as they can lead to positive social outcomes for people

Those personal care tasks specifically identified as relevant here include:

- Skin care/applying external medication
- Feeding
- Administering oral medication
- Hair care
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet.

Personal care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need.

Children and young people may require help with eating, drinking, washing, dressing and toileting.

3 – Basic principles

At the Northwick Park Academy Trust, we ensure that children and young people's intimate care needs are not seen in isolation or separated from other aspects of their lives. We encourage them to participate in their own intimate or personal care and this is therefore a part of our general approach towards facilitating participation in daily life.

Intimate care can also take substantial amounts of time but should be an enjoyable experience for the child/young person and for their parents/carer(s). We believe that it is essential that every child/young person is treated as an individual and that care is given as gently and as sensitively as possible. The child/young person should be encouraged to express choice and to have a positive image of his/her body.

Staff are very mindful of the following principles:

- Children/young people have a right to feel safe and secure.
- Children/young people have a right to an education and schools have a duty to identify and remove barriers to learning and participation for pupils of all abilities and needs.
- Children/young people should be respected and valued as individuals.
- Children/young people have a right to privacy, dignity and a professional approach from staff in meeting their needs.
- Children/young people have the right to information and support to enable them to make appropriate choices.
- Children/young people have the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs.
- Children/young people have the right to express their views and have them heard. Schools must have complaints procedures that children and young people can access.
- A child/young person's Intimate Care Plan or Education Health Care Plan should be designed to lead to independence.

4 – Children wearing nappies

Any child wearing nappies within our Reception, Key Stage 1 or 2 classes will have an Intimate Care Plan(ICP) which must be signed by the parent/carer. This plan will outline who is responsible in school for changing the child, and where and when this will be carried out. This agreement allows school and parents to be aware of all issues surrounding the task from the outset.

5 – Health and safety guidance

Staff will always wear an apron and disposable gloves when dealing with a child who is soiled. This is not always necessary when changing a child who is wet. Gloves are always available should a member of staff wish to wear them. Any soiled waste is placed in polythene waste bags and sealed. The bags are then placed in a bin (with a liner) specifically designed for this type of waste. This is then collected as part of the usual refuse.

When a request from parents/carers for use of medical ointments/creams is made, parents should ensure that these are clearly labelled with the child's name and staff will ensure that the child is encouraged to apply them themselves as appropriate. These creams should not be shared among other children and must be stored as appropriate within the school.

6 – Equipment provision

Parents/Carers have a role to play when their child is in nappies. We ask parents to provide nappies, disposable bags, wipes and changes of clothes. We ensure that our parents/carers are aware of this. We, as an Academy, provide gloves, aprons, a bin, sensitive skin wet wipes, and liners to dispose of any waste.

7 – Vulnerability to abuse

Children and young people with disabilities have been shown to be particularly vulnerable to abuse and discrimination. All of our staff are familiar with the Safeguarding / Child Protection Policy and procedures, with agreed procedures within this policy and with the child/young person's own ICP.

Intimate care may involve touching the private parts of the child/young person's body and therefore may leave staff more vulnerable to accusations of abuse. It is unrealistic to eliminate all risk but this vulnerability places an important responsibility on staff to act in accordance with agreed procedures.

8 – Working with parents and carers

At the Northwick Park Academy Trust we believe that establishing effective working relationships with parents/carers is a key task for all schools and is particularly necessary for children/young people with specific care needs or disabilities. We encourage parents/carers to work with professionals to ensure their child/young person's needs are properly identified, understood and met. They should be closely involved in the preparation of ICPs and Education, Health and Care Plans. We aim to remove barriers to learning and participation for pupils and students of all abilities and needs.

Plans for the provision of Intimate/personal care are clearly recorded to ensure clarity of expectations, roles and responsibilities. Our records reflect arrangements for ongoing and emergency communication between home and school, monitoring and reviewing. We believe that it is also important that the procedure for dealing with concerns arising from personal care processes is clearly stated and understood by parents/carers and all those involved.

9 – Links with other agencies

Children and young people with specific care needs or disabilities will be known to a range of other agencies. It is important that positive links are made with all those involved in the care or welfare of individual children/young people. This enables our Academy Trust to take into account the knowledge, skills and expertise of other professionals and will therefore ensure the child/young person's wellbeing and development remains the focus of concern.

10 – Good practice guidance

In our schools, designated staff are involved on a daily basis in providing intimate/personal care to children and young people with special educational needs arising from learning difficulties, developmental delay, sensory impairments, medical needs and physical impairments. This places our staff in a position of great trust and responsibility. They are required to attend to the safety and comfort of the children/young people and to ensure that they are treated with dignity and respect.

The time taken to carry out this care can also be used to promote personal development, for even the youngest child, so we use this time to encourage children to become aware of and value their own body and extend their personal and communication skills.

We take into account religious and cultural values when making arrangements for managing intimate care needs for children and young people, and stereotypes should be challenged. The staff involved begin by simply asking parents/carers questions about the child/young person being supported, and try to discover things about their background and experience.

11 – Cross gender care

There is positive value in both male and female staff being involved in intimate/personal care tasks, although it may be unacceptable to some parents, carers, or the child or young person, to have a carer of the opposite sex, to attend to toileting or other intimate needs, and this is respected. However, at times there may be exceptional circumstances where there are human resource implications preventing full consideration to the optimum gender balance (available carers are more likely to be female).

At Northwick Park Academy Trust we ensure that staff meet with parents/carers and the child/young person prior to enrolment, to discuss the Intimate Care Plan and staff most likely to be involved in providing the intimate/personal care aspects.

12 – Examples of positive approaches

We always aim for this kind of care to be a positive one. For example, we try a positive approach to intimate/personal care which ensures a safe and comfortable experience for the child/young person. This is done through:

- Getting to know the child/young person beforehand in other contexts to gain an appreciation of his/her mood and systems of communication.
- Having a knowledge of and respect for any cultural or religious sensitivities related to aspects of intimate care.
- Speaking to the child/young person by name and ensure they are aware of the focus of the activity. Address the child/young person in age appropriate ways.
- Giving explanations of what is happening in a straightforward and reassuring way.
- Agreeing terminology for parts of the body and bodily functions that will be used by staff and encourage children/young people to use these terms appropriately.
- Respecting a child/young person's preference for a particular sequence of care.
- Giving strong clues that enable the child/young person to anticipate and prepare for events, for example show the clean nappy/pad to indicate the intention to change, or the sponge/flannel for washing.
- Encouraging the child/young person to undertake as much of the procedure for themselves as possible, including washing intimate areas and dressing/undressing.
- Seeking the child/young person's permission before undressing if he/she is unable to do this unaided.
- Providing facilities that afford safety, privacy and modesty.
- Keeping records noting responses to intimate care and any changes of behaviour.

At Northwick Park Academy Trust we consider our staffing levels carefully. There is a balance to be struck between maintaining privacy and dignity for children/young people alongside protection for them and staff. Some procedures may require two members of staff for health and safety reasons, for example manual handling. This is clearly stated in the ICPs. As far as possible, personal care procedures should be carried out by one person, protection being afforded to a single member of staff in the following ways:

- Personal care staff implement the strategies in the "examples of positive approaches" section outlined above.
- Personal care staff notify the teacher, or other member of staff, discreetly, that they are taking the child/young person to carry out a care procedure.
- A signed record is made of the date, time and details of any intervention required that is not part of an agreed routine.
- If a situation occurs which causes personal care staff embarrassment or concern, a second member of staff should be called if necessary, and the incident reported and recorded.
- When staff are concerned about a child/young person's actions or comments whilst carrying out the personal care procedure, this should be recorded and discussed with a member of the Senior Leadership Team immediately.

13 – Training

The requirement for staff training in the area of intimate/personal care is largely influenced by the needs of the children/young people for whom staff have responsibility. Consideration is given, however, to the need for

training as a whole school or for individual staff who may be required to provide specific care for an individual child/young person or small number of children/young people.

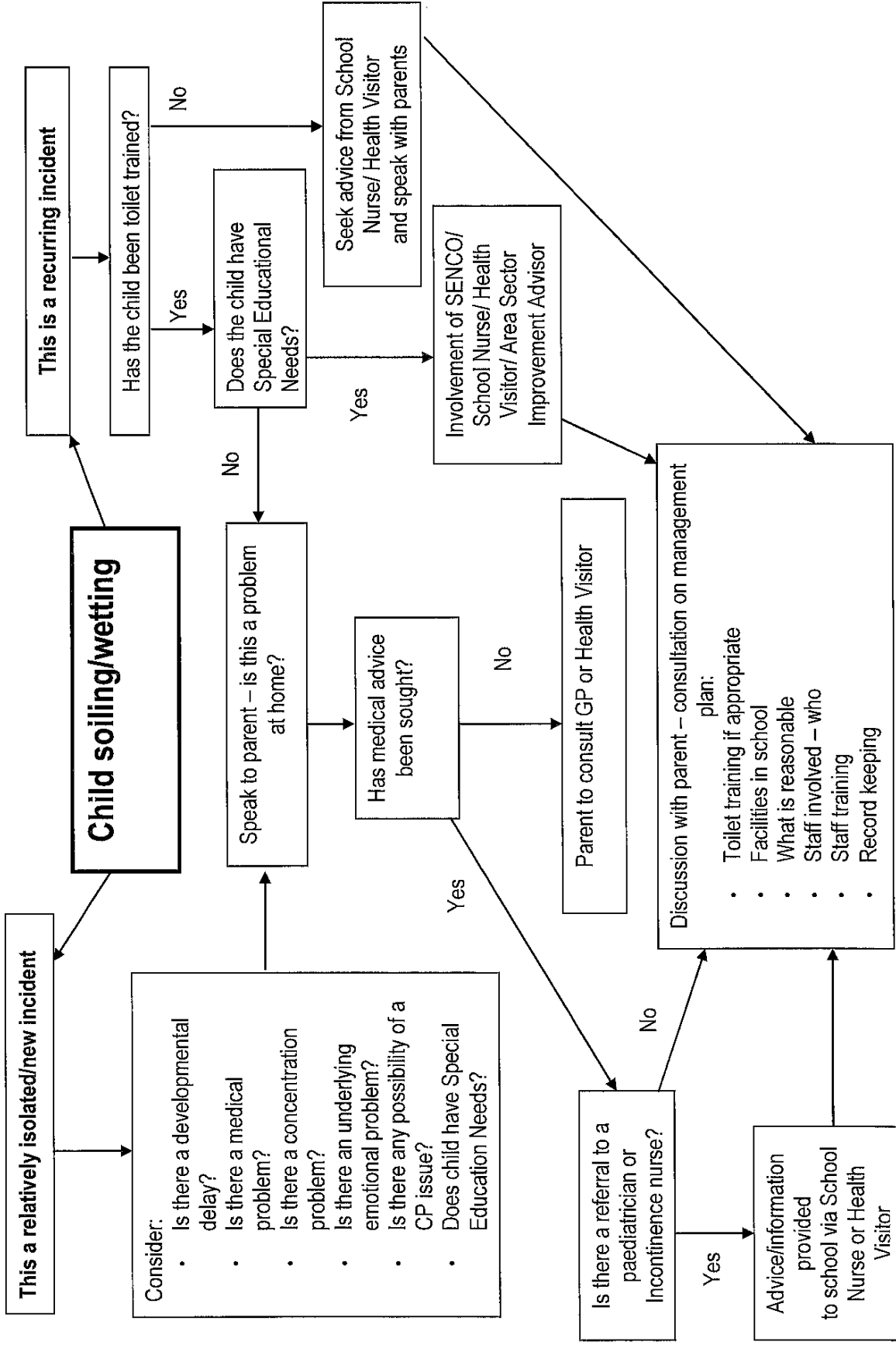
In our schools, more individualised training will focus on the specific processes or procedures staff are required to carry out for a specific child/young person. In some cases, this may involve basic physical care which might appropriately be provided by a parent or carer. In cases of medical procedures, such as catheterisation, qualified health professionals should be called upon to provide training. Designated staff may require training in safe moving and handling. This will enable them to feel competent and confident and ensure the safety and wellbeing of the child/young person.

14 – Managing risk

At Northwick Park Academy Trust, we aim to manage risks and ensure that employees do not work outside the remit of their responsibilities. It is understood that all staff follow the guidance set out in this policy and take all reasonable precautions to prevent or minimise accident, injury, loss or damage. It is of particular importance with regard to:

- Staff training
- The recording of activities as necessary
- Consent being obtained from parents/ carers
- The ICP being written with, and signed by parents/carers
- The presence of two adults when invasive medical procedures are performed unless the parents/carers have agreed to the presence of one adult only.

Assessing toileting support



NB: always be aware of the possibility of Child Protection issues (in which case follow Child Protection Procedures)

Intimate Care Plan for Children.

Child / young person's name:	Date of birth:	Condition:
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Details of assistance required:

Facilities and equipment: (Clarify responsibility for provision of supplies e.g. parent/carer/school/other)

Staffing		
Regular	Name	Time plan
Back up		
Training needs (individual staff must keep signed/dated records of training received in addition to school and setting held records. A record should be completed when training has been delivered and kept as part of the care plan)		
Curriculum specific needs:		

Arrangements for trips/transport:

Procedures for monitoring and complaints: (including notification of changing needs by any relevant party)
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This current plan has been agreed by:

Name	Role	Signature	Date:

Date for review:

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Toileting plan

<u>Record of discussion with parents/carers</u>

<u>Child/young person's name:</u>	<u>Date of birth:</u>	<u>Date agreed:</u>
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	<u>Details</u>	<u>Action</u>
<u>Working towards independence:</u> Such as taking child/young person to toilet at timed intervals, using sign or symbol, any rewards used		
<u>Arrangements for nappy/pad changing:</u> Such as who, where, arrangements for privacy		
<u>Level of assistance needed:</u> Such as undressing, dressing, hand washing, talking/signing to child/young person		
<u>Infection control:</u> Such as wearing disposable gloves, nappy disposal		
<u>Sharing information:</u> Such as if the child/young person has a nappy rash or any marks, any family customs/cultural practice		
<u>Resources needed:</u> Such as special seat, nappies/pull-ups, creams, disposable sacks, change of clothes, toilet step, gloves		

Signed: Parent: Key member of staff:	Review date:
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c.c. Parent/carer

Northwick Park Academy Trust

Parental permission for Academy Staff to Provide Intimate Care.

I understand that:

- I give permission to the Academy to provide appropriate intimate care support to my child e.g. changing soiled clothing, washing and toileting;
- I will advise the staff of any medical reason my child may have which affects issues of intimate care;
- I understand that the intimate care provided for my child at Academy will be given by familiar members of staff;
- I understand that the members of staff providing the care for my child have had appropriate training, including in Child Protection.

Parent/Carer Name: _____

Signature: _____

Relationship to child: _____

Date: _____

Child's Name: _____

Class: _____

Date of birth: _____

Address and contact details:

