

## King Edwin Primary & Nursery School

### Personal and Intimate Care Policy

**V.1** Reviewed 1.11.25



<b>Date Adopted:</b>	May 2024
<b>Review Date:</b>	

### Contents

Policy Statement .....	3
Risk assessments .....	4
The involvement of parents and carers .....	4
The child's or young person's voice .....	4
Safeguarding .....	4
Implementing best practice for personal and intimate care at King Edwin Primary .....	5
Personal and Intimate Care Plans .....	6
Staffing .....	7
Staff Training .....	7
Appendix 1: Personal and Intimate Care Plan .....	8
Appendix 1 – Personal and Intimate Care Plan .....	8

## Policy Statement

King Edwin Primary is committed to support all children and young people with their personal and intimate care needs to ensure they have full access to 'school' life, including trips and PE.

This policy provides guidance and support to school staff at King Edwin Primary on the effective management of the personal and intimate care needs of individual children and young people.

The **aims of this Policy** are:

- ❑ To safeguard the dignity, rights and well-being of children and young people.
- ❑ To ensure that children and young people are treated consistently when they experience intimate personal care.
- ❑ To provide guidance to head teachers 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 considered.
- ❑ To reassure parents that staff are knowledgeable about intimate care.
- ❑ To ensure that staff are well supported and are appropriately trained.

The **Equality Act 2010** provides protection in law for anyone who has a 'physical or mental impairment that has a substantial, long term and adverse effect on their ability to carry out normal day to day activities'.

A disabled child or young person must not be put at a substantial disadvantage compared with his non-disabled peers, and the school has a legal duty to make reasonable adjustments to ensure less favourable treatment does not occur.

The 2011 Equality Duty requires public organisations including schools and other educational settings to promote positive attitudes towards and eliminate harassment of disabled people. Establishing good practice in areas such as personal and intimate care procedures will help a school meet its duties under the Equality Act and Equality Duty.

The **principles** underpinning this Policy are:

- ❑ Children and young people should be encouraged to express choice and to have a positive image of their body.
- ❑ Children and young people have the right to feel safe and secure.
- ❑ Children and young people have the right to remain healthy.
- ❑ Children and young people should be respected and valued as individuals.
- ❑ Children and young people have a right to privacy, dignity and a professional approach always from staff when meeting their needs.
- ❑ Children and young people have the right to information and support to enable them to make appropriate choices.
- ❑ Children and young people have the right and know how to complain about their personal and intimate care and have their complaint dealt with effectively by the school.

## **Risk Assessments**

Children receiving personal and intimate care will be assessed on an individual basis whether an additional Risk Assessment is needed on a case-by-case basis will be considered. This could be in relation to behaviour or moving and handling.

## **The involvement of parents and carers**

The school believes it is important that parent / carers are involved in appropriate discussions with the school regarding the personal and intimate care whilst in school. Parents and carers have information to make the process as comfortable as possible, and knowledge and understanding of any personal, religious/cultural sensitivities.

The class teacher will therefore consult with children and young people, and their parents, when drafting policies and implementing child / young person specific health and care plans, as they will know what works well and what does not.

## **The child's or young person's voice**

King Edwin Primary School believes it is important that the child or young person, subject to their understanding, can express a preference regarding their intimate care. Terminology for private parts of the body and functions to be used by staff should be agreed as an age appropriate terminology alongside the PHSCE program. It is the responsibility of all staff caring for a child or young person to be aware of the method and level of communication used. This could include signs, symbols, eye pointing or vocalisations.

## **Safeguarding**

The school recognises that disabled children and young people are particularly vulnerable to abuse and discrimination. It is critically important that all school staff are familiar with King Edwin Primary School Safeguarding and Child Protection policy and procedures. The Head Teacher must ensure that all staff working with children and young people have been through the schools' safer recruitment process.

Disabled children / young people can be more vulnerable to abuse because:

- ☐ They often have less control over their lives than their peers and may have fewer opportunities to take decisions for themselves and may have limited choices. The child or young person may come to believe they are passive and powerless;
- ☐ They do not always receive appropriate sex and relationships education, or if they do may not understand it, so are less able to recognise abuse.
- ☐ They may have multiple carers through residential, foster or hospital placements which may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult.
- ☐ The physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately.

- ❑ Changes in appearance, mood or behaviour may be attributed to the child's disability rather than abuse.
- ❑ They may not be able to communicate what is happening to them.

The school will ensure through inductions of new staff and through regular updates for all staff that everyone working in the school clearly understands to whom and how they should report issues or concerns. There should also be clear escalation routes should a practitioner, parent/carer or child or young person believe that personal and intimate care is not being undertaken in line with the school's intimate care policy, the individual's personal and intimate care plan, or with dignity and respect.

Should a child or young person disclose abuse or harm, because of intimate care, this should be responded to in line with the school's child protection procedures.

Any allegations against a member of staff should be considered in line with the school's safer working and LADO procedures. In specific situations where there have been accusations or incidents of abuse in the past, or the school has assessed risk of accusation as high, then it is strongly advised that two staff should be present, one providing oversight, during intimate care procedures.

## **Implementing best practice for personal and intimate care at King Edwin Primary School**

To ensure best practice the school and its staff are committed to:

- ❑ Getting to know the child / young person before working with them.
- ❑ Being aware of any personal, cultural or religious sensitivities related to aspects of intimate care.
- ❑ Speaking to the child / young person by name and ensuring that they are aware of what intimate care is to take place.
- ❑ Addressing the child / young person in an age-appropriate manner.
- ❑ Agreeing terminology for parts of the body and bodily functions that will be used by all.
- ❑ Respecting a child's or young people's preference for a sequence of care
- ❑ Giving clear prompts in an appropriate way to allow the child or young person to anticipate and prepare for events e.g. show a clean nappy to indicate the intention to change, or a sponge for washing.
- ❑ Encouraging the child or young person to do as much as possible for themselves.
- ❑ Always seeking the child's or young person's permission to carry out a task.
- ❑ Providing facilities that allow dignity and privacy.
- ❑ Keeping records as required and updating and communicating any changes to Personal and Intimate Care Plans.

The school will also ensure that there is always a suitable environment for personal and intimate care to take place including ensuring:

- ❑ An accessible changing area.
- ❑ The availability of hot and cold running water.
- ❑ Personal Protective Equipment (PPE) such as aprons and gloves, where required.
- ❑ Nappy disposal bags.
- ❑ Supplies of nappies (provided by family)

- ❑ Wipes and cleaning cloths.
- ❑ Labelled bins for the disposal of wet and soiled nappies. (Soiled items should be double-bagged.)
- ❑ Special arrangements for the disposal of any contaminated or clinical materials including sharps and catheters.
- ❑ Supplies of suitable cleaning materials, anti-bacterial sprays and handwash for example.
- ❑ Appropriate clean clothing (preferably the child's own)
- ❑ Effective staff alert system for help in an emergency
- ❑ Arrangements for menstruation when working with adolescent girls.

## **Personal and Intimate Care Plans**

King Edwin Primary School will complete an individual health and care plan for all children and young people who require regular personal and intimate care whilst attending school. The individual health and care plan must be drawn up at a meeting (preferably prior to admission), involving the child or young person, their parents/carers/legal guardian, the school or setting, so that support procedures can be agreed and consented to. If required advice will be sought from a relevant health professional. The school will make every effort must be made to assist those children and young people who are not able to communicate easily to participate in their care planning.

The school will consider the following when writing an individual health and care plan:

- ❑ The importance of working towards independence and the monitoring of progress towards this.
- ❑ Arrangements for sports days, school visits, swimming etc.
- ❑ Substitutes in case of staff absence, including the training and support for substitutes if required.
- ❑ Strategies for dealing with bullying/harassment.
- ❑ Seating arrangements in class (ease of exit)
- ❑ A system to leave class with minimum disruption.
- ❑ Awareness of discomfort that may disrupt learning.
- ❑ Implications for PE (changing, discreet clothing etc)
- ❑ Any plan should be clearly recorded to ensure clarity of roles, responsibilities and expectations. A procedure should be included to explain how concerns arising from the intimate care process will be dealt with.

Personal and Intimate Care Plans will be reviewed on at least an annual basis and sooner if the condition, or support required, changes in any way. Personal and Intimate Care Plans can be appended to or incorporated into an EHC Plan.

An example of an individual health and care plan can be found as [appendix 1](#).

## **Staffing**

The school will ensure that all staff must be appropriately trained to undertake these responsibilities. Other postholders may also have more specific responsibilities set out in their job descriptions.

Each child's and young person's right to privacy must be respected. Wherever possible, staff should work with children and young people of the same sex in providing intimate care, respecting their personal dignity always. Religious and cultural values must always be considered.

School leaders must consider each child and young person's situation to determine how many carers might need to be present and which carers may be involved when a child or young person needs help with personal and intimate care.

As stated above, in specific situations where there have been accusations or incidents of abuse in the past, or the school has assessed risk of accusation as high, then it is strongly advised that two staff should be present, one providing oversight, during intimate care procedures. For the safety of the child, young person and staff, school leaders should identify situations where it is appropriate for two members of staff to be present wherever practical with personal and intimate care with one colleague being able to at least hear and have oversight, whilst the other member of staff delivers the care.


Other factors determining the number of staff to be involved include: safeguarding concerns; previous complaints, concerns or allegations; the preference of the child or young person or advice specified in a Moving and Handling or behavioural risk assessments. The number of carers including the reasons must be clearly documented in the child's or young person's intimate care plan.

Where the need for a risk assessment is required staff should be consulted and training provided where identified.

## **Staff Training**

The school will ensure that all staff engaged in personal and intimate care receive appropriate training and this is reviewed and updated regularly as part of the school's overall plan for all staff Continuous Professional Development. The requirements for training will be influenced and determined by the needs of individual children and young people. Designated staff may require training in safe moving and handling when undertaking personal and intimate care. Training should form part of, but not exclusively to, the discussion in relation to staff appraisal and or supervision arrangements.

## Appendix 1: Personal and Intimate Care Plan

 <b>King Edwin Primary School</b> <b>Personal and Intimate Care Plan</b>																																																									
<b>Name:</b>	<b>Gender:</b>																																																								
<b>D.O.B. :</b>	<b>Class:</b>																																																								
<b>Does the pupil have a diagnosis? SEN or Medical</b>																																																									
<b>What is the pupils preferred method of communication?</b>																																																									
<b>Does the pupil have any allergies or sensitivity? None</b>																																																									
<b>Does the pupil require assistance with mobility or transfers?</b> ( If yes refer to manual handling assessment and associated safe systems of work)																																																									
<b>Does the pupil have any Religious or Cultural needs? No</b>																																																									
<b>Terminology for body parts/functions:</b>																																																									
<b>Number of staff required:</b> (one unless additional reason required)																																																									
<b>Health professional involvement</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;"><b>Name:</b></td> <td style="width: 60%;"><b>Tel:</b></td> </tr> <tr> <td colspan="2"><b>Email:</b></td> </tr> </table>	<b>Name:</b>	<b>Tel:</b>	<b>Email:</b>																																																					
<b>Name:</b>	<b>Tel:</b>																																																								
<b>Email:</b>																																																									
<b>Procedure - Please tick all that apply</b>																																																									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;">Name of staff</th> <th style="width: 30%;">Notes</th> </tr> </thead> <tbody> <tr> <td rowspan="5"><b>Eating and Drinking</b></td> <td>Assistance required at mealtimes</td> <td></td> <td></td> </tr> <tr> <td>Supervision at mealtimes</td> <td></td> <td></td> </tr> <tr> <td>Nasal gastric tube feed</td> <td></td> <td></td> </tr> <tr> <td>Continuous pump feed</td> <td></td> <td></td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><b>Airways/Suction</b></td> <td>Oral</td> <td></td> <td></td> </tr> <tr> <td>Tracheotomy</td> <td></td> <td></td> </tr> <tr> <td rowspan="4"><b>Toileting</b></td> <td>Catheterisation</td> <td></td> <td></td> </tr> <tr> <td>Pull up change (day and/or night)</td> <td></td> <td></td> </tr> <tr> <td>Assistance with toileting</td> <td></td> <td></td> </tr> <tr> <td>Supervised toileting</td> <td></td> <td></td> </tr> <tr> <td rowspan="5"><b>Personal Care</b></td> <td>Washing</td> <td></td> <td></td> </tr> <tr> <td>Showering</td> <td></td> <td></td> </tr> <tr> <td>Dressing</td> <td></td> <td></td> </tr> <tr> <td>Lotions/creams</td> <td></td> <td></td> </tr> <tr> <td>Wiping</td> <td></td> <td></td> </tr> </tbody> </table>			Name of staff	Notes	<b>Eating and Drinking</b>	Assistance required at mealtimes			Supervision at mealtimes			Nasal gastric tube feed			Continuous pump feed			Other:			<b>Airways/Suction</b>	Oral			Tracheotomy			<b>Toileting</b>	Catheterisation			Pull up change (day and/or night)			Assistance with toileting			Supervised toileting			<b>Personal Care</b>	Washing			Showering			Dressing			Lotions/creams			Wiping		
		Name of staff	Notes																																																						
<b>Eating and Drinking</b>	Assistance required at mealtimes																																																								
	Supervision at mealtimes																																																								
	Nasal gastric tube feed																																																								
	Continuous pump feed																																																								
	Other:																																																								
<b>Airways/Suction</b>	Oral																																																								
	Tracheotomy																																																								
<b>Toileting</b>	Catheterisation																																																								
	Pull up change (day and/or night)																																																								
	Assistance with toileting																																																								
	Supervised toileting																																																								
<b>Personal Care</b>	Washing																																																								
	Showering																																																								
	Dressing																																																								
	Lotions/creams																																																								
	Wiping																																																								



## Safe System at Work

**Procedure:** e.g. toileting, changing, lunch time routine **Changing pull up**

**Pupil's level of independence:**

**Number of staff: 1**

Independent

Independent  
/supervised

Partially assisted

Fully assisted

**Environment  
required:**

**Location of equipment:**

### Equipment Required:

- Gloves
- Apron
- Stool
- Waste bag
- Pull-up
- Wipes

If creams/gels or  
medical equipment are  
required these must be:

- Prescribed
- Specified by parent.

### Detailed Description of Procedure:

This must be written from the pupil's perspective and include:

Clear guidance about the pupil's involvement, including ability and expectations

- Talk to Child throughout the process. Explain that you will be checking their (pants.)
- Prepare the PPE, stool, apron, gloves x 2.
- Child to collect their bag from their peg. If needed.
- Talk to Child and take them into the toilets. Child will be changed standing and encouraged to remove and dress themselves as much as possible. Support where needed
- Child to take shoes and trousers off. Use the one leg method if applicable.
- Take pull up off.
- Wipe using wipes from home.
- Children to be encouraged to use the toilet.
- Put new pull up on.
- Put trousers and shoes back on.
- Dispose of wipes and pull up in correct container.
- Remove PPE
- Wash hands.

**Date assessed**

**Proposed review  
date**

**Parent /carer signature**

**Pupil signature**

**Staff signature**