



INTIMATE CARE POLICY



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Appendix A Letter to EYFS parents

Appendix B Intimate care plan

Appendix C Changing/Toileting Record

To be read conjunction with Leeds SCP Children and Young People's Intimate Care Good Practice Guidelines.

Introduction

Intimate care involves helping children with aspects of personal care that other children undertake for themselves.

At Temple Learning Academy, we firmly believe that all children should be able to participate in all aspects school life with safety and dignity. We recognise that intimate care carries risks and, though it will not be possible to eliminate all risks, the balance should be on the side of safety. All children are entitled to maximum safety and maximum privacy.

The purpose of this policy at Temple Learning academy is to:

- Uphold rights to privacy and dignity
- Identify situations which have elements of close personal/intimate contact
- Recognise the responsibilities of the adults involved
- Safeguard all from any misinterpretation of action
- Ensure consistency of action whilst being sensitive to individual need

Definitions

Intimate care

Intimate care can be defined 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.

Intimate care tasks include:

- Dressing and undressing (underwear)
- Helping someone use the toilet
- Changing continence pads/nappies (faeces and urine)
- Cleaning intimate parts of the body

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

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.

Personal care tasks 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.

Person 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.

Good Practice Guidelines

How will Temple Learning Academy ensure every child, young person and parents/carers are involved in devising intimate care plans?

Temple Learning Academy aim to involve parents/carers and the child or young person when drawing up an intimate care plan. The wishes and feelings of both the child and the parents/carers including cultural and religious beliefs will be respected and responsive to these. Where possible intimate care plans (Appendix B) will reflect usual home routines. A copy of the care plan will be shared with parents/carers and the child or young person. This will be held within the child's records on provision map.

Intimate care plans will be reviewed regularly (at least annually). Individual intimate care plans will have agreed review dates to ensure that circumstances have not changed. Any changes will be communicated to staff, children, young people and parents/carers.

How will Temple Learning Academy ensure every child, young person is treated with dignity and respect?

Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. Leeds Safeguarding Children Board (LSCB) believes this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present. It should also be noted that the presence of two people does not guarantee the safety of the child or young person - organised abuse by several perpetrators can, and does, take place. Therefore, staff will be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. Leeds LSCB recognise that there are partner agencies that recommend two

carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be someone chosen by the child or young person. For older children (8 years or above) it is preferable if the member of staff is the same gender as the young person. However, this is not always possible in practice. At Temple Learning Academy the member of staff providing intimate care will normally be a Teaching Assistant that the child is familiar with.

How will Temple Learning Academy involve children in his or her own intimate care?

Where possible staff will avoid doing things for a child that s/he can do alone and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child's body. Staff will support children in doing all that they can themselves. If a child is fully dependent on support, staff will talk with her or him about what they are doing and give choices where possible.

How will Temple Learning Academy be responsive to a child's reactions?

Staff are encouraged to "check" their practice by asking the child "Is it OK to do it this way?" "Can you wash there?" "How does mummy do that?". If a child expresses dislike of a certain person carrying out her or his intimate care, staff will try and find out why. Conversely, if a child appears to have a "grudge" against a member of staff carrying out their intimate care or dislikes the member of staff, it is important that they notify their line manager.

How will Temple Learning Academy ensure that intimate care is as "care planned" as possible?

Class teachers, supported by the Academy Leader for Inclusion/SENCO, have a responsibility for ensuring their staff have a "care planned" approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals.

How will Temple Learning Academy communicate with parents/carers about their child's intimate care.

A record of who support has supported the child and how often this task is carried out will be kept (Appendix C). Parents/carers are informed at the end of the session/day. Parents/carers may request to see a copy of this record.

Where children require specialist support, Temple Learning Academy will ensure that staff are formally trained and assessed as competent before carrying out procedures.

Facilities & Equipment

- Appropriate facilities are to be easily accessible by the child and the supporting adult.
- To maintain privacy the room can be seen to be in use and secured from intrusion.

- All waste bins are to be fitted with a lid and disposed of in the appropriate manner.
- Hand washing facilities are to be provided within the room for the child and staff. Liquid soap and paper towels are to be available.
- All equipment to be stored safely and accessible.
- Facilities are regularly inspected and maintained.
- Changing mat, suitable for younger children, covered with intact waterproof material
- Gloves – seamless, non-sterile latex gloves
- Aprons – disposable plastic aprons
- Disposable paper towels
- Disposable nappy bags
- Nappies, cleansing creams and disposable wipes provided by and agreed with parent/carer.

Information for Parents/Carers of Children in EYFS

- Parents/carers of children who are still in nappies or pullups when entering the Foundation Stage (Nursery or Reception) must sign a consent form to allow staff to be able to change their child's nappy or pullup when necessary and help with personal hygiene (Appendix A). This may lead to helping with potty training at a later date.
- A record of who changes the child and how often this task is carried out will be kept. Parents/carers are informed at the end of the session/day. Parents/carers may request to see a copy of this record.

Reporting concerns

Staff

Concerns about a child during the intimate care of a child will be reported as soon as possible to a Designated Safeguarding Lead, parents/carers will be informed and the concern will be recorded. These concerns may include:

- The child is accidentally hurt
- The child seems sore or unusually tender in the genital area
- The child appears to be sexually aroused during intimate care
- The child misunderstands or misinterprets something
- The child has a very emotional reaction without apparent cause (sudden crying or shouting)
- The member of staff suspects FGM has taken place
- The child discloses abuse or harm

Additionally, if a member of staff notices that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should also be reported to a Designated Safeguarding Lead.

Reporting concerns

Parents/carers

Parents/carers can raise concerns about their child's plan with the class teacher in the first instance. Where the class teacher is unable to resolve the concern, Parents/cares may contact the Academy Early Years Leader or the Academy Leader for Inclusion/SENCO. If the parents/carers continue to be dissatisfied, a complaint should be raised as per the formal procedure within the academy complaints procedure policy (available on the school website) by completing the Appendix 1.



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Principal: Mr Stuart Huddleston (BSc, PGCE, NPQH)



Dear Parent/Carer,

Your child currently wears nappies/soils/wets regularly.

We will support your child in developing independence in changing/cleaning themselves.

Attached is our Intimate Care Policy for you to read. Please sign and return the slip

Yours sincerely

Mr S Huddleston
Principal

Child's Name _____

I have read the Intimate Care Policy and agree to my child being supported to develop independence in changing/cleaning themselves.

Parent's signatureDate.....

Intimate Care Plan
for children wearing nappies/ pull-ups in school

Child's Name:	DOB:
Name of School:	

Completed by:

Date of Plan:

Who will change the child?
How will the child be changed? e.g. standing up in a toilet cubicle, lying down on a mat on the floor
Who will provide the resources? e.g. wipes, nappies,
How will the changing occasions be recorded and how this will be communicated to child's parent/ carer.
How will wet/ soiled clothes be dealt with?
What the member of staff will do if the child is unduly distressed or if marks or injuries are noticed
Agree a minimum number of changes
How will the child be encouraged to participate in the procedure?
Any other comments/ important information: e.g. medical information

This plan has been discussed with me and I agree to change my child at the last possible moment before he/ she comes to school, provide the resources indicated above and encourage my child's participation in toileting procedures at home as appropriate and where possible.

Signed:

Date:

Parent/ Carer's Full Name:

