

St. John's C.E. Primary School



Vision Statement

Shine like stars

Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.

Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.' Matthew 5:16

Policy: Intimate Care Policy

Reviewed: May 2025

Future Review: May 2027

Aims:

The aim of this Policy is to ensure that:

- all staff responsible for the intimate care of children undertake their duties in a professional manner
- all children are treated with respect when intimate care is given, their right to privacy is respected and that procedures do not cause any distress or pain.

We recognise that on occasion a child's stage of development may mean that they are not fully toilet trained and that in some cases a nappy will need to be changed whilst at school.

Definition of Intimate Care:

Intimate Care is any care which involves washing, touching, changing or carrying out an invasive procedure that children are not developmentally able to do independently (e.g. dressing, changing soiled or wet clothes, changing a nappy, toileting, washing, application of topical medicines such as eczema creams, first aid and medical assistance).

Principles of Intimate Care:

The following are the fundamental principles of Every Child Matters and will be adhered to in the intimate care upon which our policy guidelines are based:

Every child has the right to be safe

- ✓ all staff working with children hold up-to-date criminal record checks
- ✓ only those members of staff who are familiar with the intimate care policy are involved in the intimate care of children (not students and volunteers)
- ✓ staff behaviour is open to scrutiny

Every child has the right to personal privacy

- ✓ each child's right to privacy will be respected
- ✓ staff will encourage each child to do as much for them self as they can

Every child has the right to be valued as an individual

- ✓ careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted or changed (where possible, 1:1, with another adult in the vicinity to protect both the child and staff member)

Every child has the right to be treated with dignity and respect

- ✓ the child who requires intimate care is treated with respect at all times
- ✓ the child's welfare and dignity are of paramount importance

All children have the right to be involved and consulted in their own intimate care to the best of their abilities

- ✓ it is the responsibility of all staff caring for a child to ensure that they are aware of the child's level of communication
- ✓ to ensure effective communication staff should make eye contact at the child's level, use simple language and repeat if necessary; continuing to explain to the child what is happening

Every child has the right to have levels of intimate care that are appropriate and consistent

- ✓ the management of all children with intimate care needs will be carefully planned
- ✓ staff at St John's C of E School will work in partnership with parents/carers to provide continuity of care to children wherever possible
- ✓ the needs and wishes of children and parents will be considered wherever possible within the constraints of staffing and equal opportunities legislation

Responsibilities for Intimate Care:

Management responsibilities

- To ensure that staff receive ongoing training which comply with health and safety regulations; child protection procedures; and other aspects of intimate care
- To provide an Induction programme for all new staff and to ensure that all new staff are familiar with the school's Intimate Care Policy
- To provide appropriate equipment such as disposable gloves for staff

Staff Responsibilities

- Staff must be familiar with the Intimate Care policy/procedures
- Staff must adhere to health and safety and intimate personal care policies and procedures and must report any health and safety concerns to management within the school
- Staff will liaise with parents/carers as appropriate and other appropriate services over the development and implementation of the agreed Intimate Care protocol
- When a child requires intimate care, the member of staff caring for the child will notify another member of staff of the task being undertaken, and it will then be recorded on the "Record of Intimate Care Intervention" sheet
- All designated members of staff should be known to the child
- All staff engaged in the care and education of children needs to exercise caution in the use of physical contact. The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, it will be of limited duration and it will be appropriate given their age and stage of development.
- Staff will be supported to adopt their practice in relation to the needs of individual children considering developmental changes such as puberty and menstruation
- Wherever possible staff who are involved in the intimate care of children/young people will not be involved in delivery of sex education to the children/young people in their care as an additional safeguard to staff and the children/young people involved
- If a child becomes distressed or unhappy about being cared for by a particular member of staff the matter will be looked into and outcomes recorded. Parents/Carers will be contacted at the earliest opportunity and the child's needs will remain paramount
- If a child makes an allegation against a member of staff all necessary procedures will be followed
- If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, soreness etc she/he will immediately report concerns to the DSL
- Staff should not have a mobile phone in the room in which children are examined/changed

St John's C of E School - Intimate and Personal Care Procedures

Careful consideration should be given to each child's situation to determine how many carers might need to be present when a child is toileted or changed (where possible, this should be 1:1, with another adult in the vicinity to protect both the child and staff member).

Procedure for undressing and dressing pupils if wet or soiled:

1. Ensure privacy before procedure
2. Talk to the child, explain what you are doing
3. Ensure you are wearing disposable gloves
4. Remove clothing from lower body first, encourage independence (give help if necessary)
5. Wash/clean as required
6. Ensure lower regions covered before removing upper body garments (if necessary)
7. Give the child the clean clothes (either provided by the parents/carers, or where these are not present lend them some clothes from the school)
8. Encourage the child to dress themselves (give help if necessary)
9. Put wet/soiled clothes in plastic bag, ensure child takes them home at the end of day
10. Encourage child to wash their hands.
11. Dispose of gloves and wash your hands
12. Record the care given on "Record of Intimate Care Intervention" sheet

Procedure for child complaining they are hurt in genital area:

1. Ensure privacy before procedure
2. Ask child how they were hurt and ask the child if they he/she would like you to have a look at the area where they are hurt.
3. *If child does not want you to look – don't, but instead phone parent to notify them that child has been hurt in genital area*
4. *If child is happy for you to look - encourage child to remove clothing from lower body, providing help or assistance only if requested,*
5. Check if area is bruised, red or swollen
6. Encourage the child to dress themselves. Provide help and assistance as appropriate/required.
7. Phone parent to notify them that you have checked genital area.
8. Record the care given on "Record of Intimate Care Intervention" sheet
9. Record any injury in the Accident book
10. Notify DSL immediately if you have concern that injury could be suspicious.

Ruby Class

In Ruby Class, personal care is routinely provided for our younger Early Years children who may not yet be fully toilet trained, as well as for some children with disabilities.

Responsible Adults for Intimate Care in Ruby Class

Mimi Kelleher
Elena Dall'Aglio
Sylwia Hocyk
Susie Dall'Aglio

Principles for Intimate Care in Ruby Class

1. Respect and Dignity: Children requiring intimate care are treated with respect at all times, with their welfare and dignity as a priority.
2. Encouraging Independence: Whenever possible, children are encouraged to attend to their own needs, in line with their age and developmental stage. Staff provide supervision and guidance, intervening only when necessary or requested by the child.
3. Privacy and Limited Contact: Personal care will be provided in private, with staff maintaining limited and purposeful touch. In Ruby Class, care is given in the bathrooms, ensuring each child's right to privacy.
4. Adult Presence and Notification: Generally, one child will be attended by one adult, with a second staff member notified and within hearing or sight range for safety and accountability.

Procedures for Ongoing Intimate Care Needs

- Individual Care Plan: For children who require ongoing intimate care (e.g., nappies or pull-ups), an individual care/support plan will be developed in collaboration with parents/carers and signed. Regular meetings will ensure these plans meet evolving needs.
- Supplies and Support: Parents/carers are to provide nappies or pull-ups. The school will supply gloves, wipes, aprons, and other necessary hygiene items.
- Regular Monitoring: Progress will be monitored with parents/carers, and advice from a Health Visitor or School Nurse will be sought if needed.

Intimate Care Record-Keeping and Communication

- Personal Care Log: Each instance of intimate care will be documented in the Personal Care log in Ruby Class. Staff will notify another adult before beginning any intimate care task.
- Communication with Children: To ensure effective communication, staff will:
 - Make eye contact at the child's level.
 - Use simple, clear language and wait for responses.
 - Continue to explain actions even if the child does not respond.
 - Treat each child with dignity and respect as an individual.

Location for Intimate Care in Ruby Class

Intimate care in Ruby Class takes place in the Ruby children's toilets, using the cubicle near the window to allow for visibility by a second adult through the window. A waterproof changing mat or chair with a machine-washable incontinence sheet is available for procedures.

Procedures for Changing Nappies

- Frequency and Location: Children will be changed as needed in Ruby Class children's toilets, using a designated mat or chair with a disposable cover.
- Hygiene and Disposal: Staff will wear fresh disposable gloves and aprons for each change. Soiled nappies are disposed of in the designated nappy bin, and the mat is sanitized after each use. Mat covers will be washed in the machine at the end of each day.
- Hand Washing: Both child and staff will wash hands with antibacterial soap and dry with disposable towels immediately afterward.
- Parent Notification: Parents/ carers will be informed at the end of the day about any nappy changes.

Procedures for Toileting Accidents

- Clear Communication: Staff will explain each task to the child and encourage them to participate as much as possible.
- Protective Equipment: Fresh disposable gloves and aprons will be worn by staff for each incident.

- **Hygiene and Parent Communication:** Hands are washed after care, and parents/carers are informed on the same day if a child needed assistance.

Monitoring Physical Changes and Reporting

If staff notice any physical changes, such as marks, bruises, or soreness, they will immediately report concerns to the child protection officer following the school's safeguarding procedures.

Toilet training

At St. John's C of E Primary School, we are dedicated to providing a respectful, nurturing, and individualized approach to toileting independence for every child. In line with guidance from Keeping Children Safe in Education (2024) and the principles set out in the Statutory Framework for the Early Years Foundation Stage (2024), we aim to uphold each child's dignity and well-being while promoting their independence.

Recognising that not all children in Ruby Class will be fully dry upon entering school, we take a collaborative approach with families to develop a tailored support plan that honours each child's unique journey toward independence. Using the Assess, Plan, Do, Review framework, we work to provide gentle, consistent encouragement and developmentally appropriate strategies. Our intent is to support each child's personal progress in a way that feels safe and reassuring, celebrating each step toward independence. In doing so, we emphasize safeguarding principles and maintain a high standard of care, ensuring that every child is treated with respect, privacy, and sensitivity throughout the toileting process.

Assess & Plan

- **Initial Assessment:** During the home visit and through communication with any prior settings, staff will assess the child's toileting skills, routines, and triggers with input from the family.
- **Family Collaboration:** Collaborate with parents to understand the child's current routines, successes, and any previously tried strategies.
- **Individual Needs:** Review any specialist reports and consider potential sensitivities or anxieties. Use agreed-upon language and visual aids (e.g., Makaton, picture cards).
- **Health & Safety:** Conduct a risk assessment if needed, ensure that appropriate clothing is used to support independence, and confirm hygiene and privacy practices.
- **Plan Documentation:** Outline support roles, hygiene management, and establish a communication system to signal toileting needs. Ensure unrestricted access to toilets.

Do

- **Routine Implementation:** Follow a consistent toileting routine with visual cues and reminders. Observe the child's signals and offer immediate toilet access when needed.
- **Encourage Independence:** Gradually support self-care tasks, using techniques like forward and backward chaining. Manage accidents discreetly and neutrally, encouraging a calm and positive atmosphere.
- **Consistent Communication:** Maintain open dialogue with families, providing them with any visual aids or social stories used in the classroom.

Review

- **Progress Monitoring:** Regularly review the child's progress with the family, assessing the effectiveness of current strategies and adjusting goals as needed.
- **Plan Adjustment:** Adapt the plan based on progress and feedback to support the child's journey toward toileting independence, celebrating small achievements along the way.

This structured, supportive approach aligns with the Equality Act 2010, ensuring all children have equal access to independence-building opportunities in a nurturing, respectful environment.