



Intimate Care and Toileting Policy

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Review Frequency:	Every 3 Years
Approved By:	Headteacher

An increasing number of children with disabilities and medical needs are being included in mainstream educational settings and early years and childcare settings in the private, voluntary and independent sector. A significant number of these require assistance with intimate care tasks, especially toileting. Other children may also experience difficulties with toileting for a variety of reasons.

All of the children 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.

We 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 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. However, if children are so badly soiled (for example, if all their layers of clothing are soiled extensively or they have not told an adult and have been in soiled underwear for a long time) that they cannot be cleaned effectively and there are concerns that this could lead to soreness or infection, parents/carers will be asked to collect them so that they can be bathed or have a shower.

The aims of this policy and associated guidance are:

- To safeguard the rights and promote the welfare of children.
- 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 as pupils.

Definition of 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 specifically identified as relevant at Moss Lane School include:

- Dressing and undressing (underwear)
- Helping someone use the toilet
- Wiping intimate parts of the body

Definition of Personal Care

'Personal Care' generally carries more positive perceptions than intimate care

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 part
- Prompting to go to the toilet

Basic Principle

Children's intimate care needs cannot be seen in isolation or separated from other aspects of their lives. Encouraging them to participate in their own intimate or personal care should therefore be part of a general approach towards facilitating participation in daily life.

Staff should bear in mind the following principles:

- Children have a right to feel safe and secure.
- Children 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 should be respected and valued as individuals.
- Children have a right to privacy, dignity and a professional approach from staff when meeting their needs.
- Children have the right to information and support to enable them to make appropriate choices.
- Children have the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs.
- Children have the right to express their views and have them heard. Schools must have complaints procedures that children can access.
- A child's Intimate/Personal care plan/Education Health Care Plan should be designed to lead to independence.

Vulnerability to Abuse

Children and young people with disabilities have been shown to be particularly vulnerable to abuse and discrimination. It is essential that all staff are familiar with the schools Safeguarding & Child Protection Policy and procedures, with agreed procedures within this policy and with the child person's own Care plan.

The following are factors that increase the child or young person's vulnerability:

- Children with disabilities often have less control over their lives than is normal.
- They do not always receive sex and relationship education, or if they do, may not fully understand it, and so are less able to recognise abuse.
- Through residential, foster or hospital placements, they may have multiple carers.
- Differences in appearance disposition and behaviour may be attributed to the child's disability rather than to abuse.
- They are not always able to communicate what is happening to them.

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.

Good Practice Guidance

Working with parents and carers

Establishing effective working relationships with parents/carers is a key task for all schools and is particularly necessary for children with specific care needs or disabilities.

Parents/carers are encouraged and empowered to work with professionals to ensure their child's needs are properly identified, understood and met. Although they are made welcome, and given every opportunity to explain their child's particular needs, they are not made to feel responsible for their child's care in school or for making teaching staff disability aware. They are closely involved in the preparation of Individual Medical Plans or Toileting Plans.

Cross gender care

There is positive value in both male and female staff being involved in intimate/personal care tasks, however, the school recognises that it may make some parents, carers or the child uncomfortable, to have a carer of the opposite sex to attend to toileting or other intimate needs. The school will work in partnership with parents/carers and the child to ensure that their views and needs are respected and where possible an adult of the same sex as the child will meet their intimate care needs.

Examples of positive approaches to intimate/personal care which ensure a safe and comfortable experience for the child:

- Get to know the child beforehand in other contexts to gain an appreciation of his/her mood and systems of communication
- Have a knowledge of and respect for any cultural or religious sensitivities related to aspects of intimate care
- Speak to the child by name and ensure they are aware of the focus of the activity. Address the child in age appropriate ways
- Give explanations of what is happening in straightforward and reassuring way
- Agree terminology for parts of the body and bodily functions that will be used by staff and encourage children to use these terms appropriately – this forms part of the toileting plan
- Encourage the child to undertake as much of the procedure for themselves as possible, including wiping intimate areas and dressing/undressing
- Seek the child's permission before undressing if he/she is unable to do this unaided
- Provide facilities that afford privacy and modesty

Procedures

Moss Lane School recognises that an individual's intimate care requirements do not always conform to regimental timetables and will therefore allow children to have access as appropriate without adverse comment.

Children are encouraged to go to the toilet during break and lunch times, although this depends upon individual needs and circumstances. Children may be accompanied to the toilet by a member of staff as needed. The adult will wait a discrete distance from the toilet entrance.

Toileting Plans

If a child enters school without being toilet trained, a meeting will be arranged with the child's parent/carers within the first half term to put a toileting plan in place to enable the child to gain independence.

Facilities

Moss Lane School actively supports the provision of open access to well-maintained, clean, private and safe toilet facilities throughout the school day. Toilets are checked to ensure cleanliness throughout the school day. All toilet areas have properly maintained supplies at a convenient height.

Toileting Accidents

Discretion and sensitivity are important, as many children are embarrassed by wet or soiled underwear. Independence is encouraged when children are changing, cleaning and drying themselves. If necessary, a member of staff can assist.

- Each reception class has a bag containing wipes, disposable gloves and spare underwear
- Disposable gloves and wipes are also available in the office and disabled toilet
- There is a nappy disposal unit for the disposal of heavily soiled items in the toilet by the office

Unless they have been contacted because a child has needed washing, parents are informed at the end of the day if a child has had a toileting accident. Wet / soiled clothing will be put into a plastic bag and returned discretely. Parents may provide extra clothing for their child if it is known that they have regular accidents. Moss Lane School provide spare clothing for unexpected emergency needs. Children who have soiled or wet themselves severely are taken to the disabled toilet to ensure privacy. (unless in Reception) The member of staff who accompanies them must leave the door open and inform the office staff in accordance with Moss Lane School child protection procedures. If any member of staff has concerns relating to child protection issues they should advise the lead DSL (Victoria Abbott) or deputy DSLs immediately.

In line with Disability Discrimination legislation, no child will be excluded from school or not admitted to school because of issues related to toileting. In this case an individual plan is devised. Parents are informed immediately and advised to collect their child, if it is considered that the soiling is due to illness or the child may continue to be embarrassed or uncomfortable.

If the child cannot be moved due to the severe nature of the soiling or wetting, the class should move to another space e.g. the outside classroom or the atrium while the child is cleaned. One adult should take the class while two others look after the child. Moss Lane School makes every effort is made to ensure the child is clean. A hand shower is available and can be used where necessary. In cases where it is felt that the child can move and needs the toilet, they should be taken to the nearest available toilet. Once they have used the toilet, they should be cleaned according to the procedures described above and on the previous page.

Curriculum

The children are encouraged to respect the toilet facilities and each other via PSHE lessons and Citizenship sessions. Hand washing is a consistent part of the toilet routine and good hand washing procedures are encouraged and taught.

This policy also links:

- Safeguarding Policy
- Equal Opportunities Policy
- Health and Safety policy
- Administration of Medicines Policy

“Intimate Care and Toileting Guidance for Early Years settings and Schools” Surrey County Council July 2014-2105

Appendix 1**Toileting Plan - Record of Discussion with Parent /Carers**

Child's Name	DOB	Date agreed
	Details	Action
Working towards independence: e.g. taking to the toilet at timed intervals, using sign or symbol, rewards used		
Arrangements for changing/toileting <ul style="list-style-type: none"> • who • where • arrangements for privacy 		
Level of assistance <ul style="list-style-type: none"> • undressing • dressing • hand washing • talking / signing to child 		
Infection Control <ul style="list-style-type: none"> • disposable gloves, aprons • soiled clothes disposal 		
Sharing Information: <ul style="list-style-type: none"> • family customs / cultural practices • what to do if the child has any marks 		
Resources needed: <ul style="list-style-type: none"> • special seat • baby wipes • aprons • soap • creams • disposable sacks • change of clothes • toilet step • gloves 		
Review date: Parent signed : Key member of staff signed :		

Appendix 2

Record of Personal Care Intervention

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