

**St. Michael's Nursery and Infants School**



**Managing Intimate Care  
&  
Toileting Procedures**

# INTIMATE CARE AND TOILETING PROCEDURES

## Introduction

St. Michael's Nursery and Infants School is committed to ensuring that all staff responsible for the intimate care of children/young people will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children/young people with respect when intimate care is given. No child/young person should be attended to in a way that causes distress, embarrassment or pain.

## Definition

Intimate care is any care which involves washing, touching or carrying out an invasive procedure) to intimate personal areas (such as cleaning up after a child has soiled him/herself. In most cases such care will involve procedures to do with personal hygiene and the cleaning of equipment associated with the process as part of a staff member's duty of care. In the cases of specific procedure only staff suitably trained and assessed as competent will undertake the procedure (e.g. the administration of rectal diazepam).

## Our Approach to Best Practice

The management of all children/young people with intimate care needs will be carefully planned. The child/young person who requires intimate care is treated with respect at all times; the child/young person's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so (including child protection guidance and, where required, lifting & handling) and are fully aware of best practice. Suitable equipment and facilities will be provided to assist with children/young people who need special arrangements following assessment from physiotherapist/occupational therapist.

Staff will be supported to adapt their practice in relation to the needs of the individual child/young person taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible staff who are involved in the intimate care of children/young people will not usually be involved in the delivery of sex education to the child in their care as an additional safeguard to both staff and the children/young people involved.

The child/young person will be supported to achieve the highest level of autonomy that is possible given their ages and abilities. Staff will encourage each child/young person to do as much for him/herself as he/she can. This may mean, for example, giving the child/young person responsibility for washing themselves. Intimate care plans will be drawn up for particular children/young people as appropriate to suit the circumstances of the individual.

Each child/young person's right to privacy will be respected. Careful consideration will be given to each child/young person's situation to determine how many carers might need to be present when a child/young person is toileted. Where possible a child/young person will be catered for by one adult unless there is sound reason for having more than one adult present. If this is the case, the reasons should be clearly documented.

Wherever possible staff will only care intimately for an individual of the same sex. However in certain circumstances this principle may need to be waived where failure to provide appropriate care would result in negligence for example, female staff supporting boys in our school as no male staff are available.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child/young person's care plan. The needs and wishes of the children/young people and parents/carers will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

### **Safeguarding Children/Young People**

Safeguarding and Multi Agency Child Protection procedures will be adhered to.

All children/young people will be taught personal safety skills carefully matched to their level of ability, development and understanding.

If a member of staff has any concerns about physical changes in a child/young persons presentation, e.g. marks, bruises, soreness etc. she/he will immediately report concerns to the appropriate manager/designated person for safeguarding.

If a child/young person 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 as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child/young person's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child/young person makes an allegation against a member of staff, all necessary procedures will be followed (see the Links with Other Agencies section).

All staff will be required to confirm that they have read the document 'Guidance for Intimate Care and Toileting' and the need to refer to other policies the school may hold for clarification of practices and procedures.

### **Further Guidance:**

- Safeguarding Children and Safer Recruitment in Education - 2010
- Working Together to safeguard Children – 2013 [Click here to access](#)
- Protecting Children from Abuse; The role of the Education Service
- What to do if You're Worried a Child is Being Abused

### *Safety Series Guidance*

- Safety Series M01 - Administering Medication
- Safety Series M06 - Protection Against Blood Borne Infections-viruses (BBVs)

### *School Child Protection Policy*

## **Situations Which May Lend Themselves to Allegations of Abuse**

### **1. Physical Contact**

All staff engaged in the care and education of children need 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, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff should be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny.

Physical contact which is repeated with an individual child is likely to raise questions unless justification for this is formally agreed by the child, the organisation and those with parental responsibility.

Children with special needs may require more physical contact to assist their every day learning. The general culture of ‘limited touch’ will be adapted where appropriate to the individual requirements of each child. The arrangements must be understood and agreed by all concerned, justified in terms of the child’s needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported. Extra caution may be required where a child has suffered previous abuse or neglect. In the child view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help protect staff from such allegations.

### **2. Restraint**

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting injury/damage on either themselves, others or property.

In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control.

In all cases of restraint the incident must be documented and reported. Staff must be fully aware of the school Physical Intervention/Positive Handling Procedures.

Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or make a child comply with an instruction. Physical force of this nature can, and is likely to constitute a criminal offence.

### **3. Children in Distress**

There may be occasions when a distressed child needs comfort and reassurance that may include physical touch such as a caring parent would give. Staff must remain self-aware at all times to ensure that their contact is not threatening or intrusive and not subject to misinterpretation.

Judgement will need to take account of the circumstances of a pupils’ distress, their age, the extent and cause of distress. Unless the child needs an immediate response, staff should consider whether they are the most appropriate person to respond. It may be more suitable to involve the child’s parents or school’s counsellor.

Particular care must be taken in instances which involve the same pupil over a period of time.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek further advice from their line manager or other appropriate person.

### **4. First Aid and Intimate Care**

Staff who administer first aid should ensure wherever possible that another adult or other children are present. The pupil's dignity must always be considered and where contact of a more intimate nature is required (e.g. assisting with toileting or the removal of wet/soiled clothing), another member of staff should be in the vicinity and should be made aware of the task being undertaken.

Regular requirements of an intimate nature should be planned for. Agreements between the school, those with parental responsibility and the child concerned should be documented and easily understood. The necessity for such requirements should be reviewed regularly. The child's view must be actively sought and, in particular, any discomfort with the arrangements addressed (see Guidance for Intimate and Personal Care).

### **5. Physical Education and Other Skills Coaching**

Some staff are likely to come into physical contact with pupils from time to time in the course of their duties when participating in games, demonstrating, exercise or the use of equipment.

Staff should be aware of the limits within which such contact should properly take place and of the possibility of misinterpretation.

Where it is anticipated that a pupil might be prone to misinterpret any such contact, alternatives should be considered, perhaps involving another member of staff or a less vulnerable pupil in the demonstration.

### **6. Showers / Changing Clothes**

Children are entitled to respect and privacy when changing clothes or taking a shower. However, there must be the required level of supervision to safeguard children with regard to health and safety considerations and to ensure that bullying or teasing does not occur. This means that adults should announce their intention of entering changing rooms, avoid remaining in changing rooms unless pupils needs require it, avoid any physical contact when children are in a state of undress and avoid any visual intrusive behaviour.

Given the vulnerabilities of the situation, it is strongly recommended that when supervising children in a state of undress, another member of staff is present. However, this may not always be possible and therefore staff need to be vigilant about their own conduct e.g. adults must not change in the same place as children or shower with them.

### **7. Out of School – trips, clubs etc.**

Employees should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. Although more informal relationships in such circumstances tend to be usual, the standard of behaviour expected of staff will be no different from the behaviour expected within school. Staff involved in such activities should also be familiar with their school's Educational Visits procedures, and where required, LA and Outdoor Education Adviser Panel (OEAP) Guidance regarding educational visits/off site activities.

To ensure pupils' safety, increased vigilance may be required when monitoring their behaviour on field trips, holidays etc. It is important to exercise caution so that a pupil is not compromised and the member of staff does not attract allegations of overly intrusive or abusive behaviour.

On occasions (field trips/days out etc.) some pupils might be short of funds and would be embarrassed or singled out if this were known. It would be acceptable for a member of staff to subsidise a child provided that this was disclosed to colleagues.

Meetings with pupils away from the school premises where a chaperone will not be present are not permitted unless specific approval is obtained from the head teacher or other senior colleague with delegated authority. Staff should not place themselves in a position where they are in a vehicle, house or other venue alone with a child.

If staff come into contact with pupils whilst off duty they must behave as though in a professional role and not give conflicting messages regarding their own conduct.

### **8. Photography, Videos and Similar Creative Arts**

Staff should be aware of the potential for such mediums of teaching to be used for wrong purposes. Additionally children who have been previously abused in this way may feel threatened by the legitimate use of photography, filming etc. The potential for founded and unfounded allegations of abuse requires that careful consideration be given to the organisation of these activities.

Schools must have clear policies and protocols for the taking and using of images and of the use of photographic equipment. These should require the justification and purpose of the activity; its content; avoidance of one to one sessions; appropriate privacy when changing of clothes is required; and, arrangements for access to the material and storage.

Consent to participating in these activities should be sought from the parents/carers, but staff must remain sensitive to those children who appear particularly uncomfortable with the activity.

The guidance in Safety Series G21 – Use of Photographic Digital Images, good practice and any school-specific procedures should be followed when taking or using any images/photographs of children.

## Frequently asked questions

***What if we have nowhere to change children?***

If it is not possible to provide a purpose built changing area, then it is possible to purchase a changing mat and change the child on the floor or another suitable surface, screened off if required. Most children can be changed in a standing position and can be changed in a cubicle. A ‘Do not enter’ sign (visually illustrated) can be placed on the toilet door to ensure that privacy and dignity are maintained during the time taken to change the child.

***Won’t it mean that adults will be taken away from the classroom or setting?***

Depending on the accessibility and convenience of a setting’s facilities, it could take ten minutes or more to change an individual child. This is not dissimilar to the amount of time that might be allocated to work with a child on an individual learning target, and of course, the time spent changing the child can be a positive learning time.

***It is OK to leave a child until parents arrive to change them?***

Asking parents to come and change a child is likely to be a direct contravention of the Equality Act 2010, and leaving a child in a soiled nappy or in wet or soiled clothing for any length of time pending the return of the parent is a form of abuse. Ask yourself if you would leave an injured child until parents arrived?

***Who is responsible for providing nappies/continence wear?***

Parents are responsible and must provide supplies. Schools may be asked how many nappies they may require by the continence nurse in order for them to calculate how many to give parents. Schools should provide gloves, other disposable clothing and personal protective equipment.

***How do we dispose of nappies?***

Check with your refuse collection service provider. For occasional use you may single wrap wet and double wrap soiled nappies and use ordinary waste bins.

***What if no one will take responsibility to change nappies?***

Consider your arrangements when a child accidentally wets or soils. The same system could be used for this, but it is good practice for a familiar adult to undertake this task.

***I am worried about lifting***

Risk assessments must be undertaken for each child, where manual handling in the form of support is required staff should receive advice or training. Children must not be physically lifted if over the weight of 16kg, but encouraged to get on/off any changing beds themselves, many are height adjustable. Suitable equipment, such as hoists should always be used for children who are unable to help themselves, this will reduce the risk of injury to both the child and staff – training will be required.

***How can I help a child to communicate when they need to use the toilet?***

Children with communication difficulties may need tools to help them communicate. Picture symbols and signs can be used to reinforce spoken words.

For children who are learning English as an additional language, it is helpful to learn how to say the appropriate words in their home language

***I work in an early years setting, won’t I be changing nappies all the time?***

No, if parents change the child before school or arrival at the setting, staff should only need to check or change a child occasionally, depending on the child. Emphasis should always be on teaching the child independence and encouraging them to do as much as possible for themselves. Look on it as part of their early education and learning.

***Parents won't bother to toilet train their child will they?***

Parents are as anxious as you for their child to be out of nappies. You will need to make it clear that your expectation is that all children in school will be out of nappies, but that you will support children and families through any difficulties. **For early years settings it is not appropriate that your expectation is that all children will be out of nappies prior to starting nursery.**

***Is it true that men can't change nappies because of child protection issues?***

No, there are many men in childcare who change nappies on a daily basis. CRB checks are carried out to screen for any known risks, and safe practice induction given to all designated staff. If there is a known risk of false allegation by a child then a single carer should not undertake nappy changing.

***What if a child reacts defensively, or reacts to personal care?***

Is the child otherwise anxious about adults? Is it new or changed behaviour? Ask the parent/carer whether anything has happened which may have led to the child being anxious or upset about being changed. Has there been a change in the household? If you are still concerned, consider whether there may be child protection issues and follow the school child protection policy.

***What if a member of staff refuses to change a child/young person who has soiled?***

The Equality Act 2010 is clear that children should be protected from discrimination, and therefore a child who has soiled should be tended to in order to be able to return to the classroom/setting without delay. The issue should not arise if designated support staff have been advised on appointment and induction, and existing support staff trained in relation to the school's duties under the Act.

## **Record of Agencies Involved**

**Child/young person's name:**

**DOB:**

<b>NAME / ROLE</b>	<b>Contact address / phone / email</b>
<b>Parent/Carer</b>	
<b>GP</b>	
<b>School Nurse/Health Visitor</b>	
<b>Continence Adviser (where appropriate)</b>	
<b>Home Care Team (community paediatric nurse)</b>	
<b>Physiotherapist</b>	
<b>Occupational Therapist</b>	
<b>Hospital Consultant</b>	
<b>Physical and Sensory Support Service</b>	
<b>Educational Psychologist</b>	
<b>Case Officer</b>	
<b>Early Years &amp; Childcare Adviser</b>	
<b>Family Worker</b>	

## Personal Care Management Checklist

(To inform the written personal care management plan)

Child/young person's name:

D.O.B.:

	<b>Discussed</b>	<b>Action</b>
<b><u>Facilities</u></b>		
<p>Suitable toilet identified?</p> <p>Adaptations required?</p> <ul style="list-style-type: none"> <li>• Changing mat/table (easy clean surface)</li> <li>• Grab rails</li> <li>• Step</li> <li>• Easy operate locks at suitable height</li> <li>• Accessible locker for supplies</li> <li>• Mirror at suitable height</li> <li>• Hot and cold water</li> <li>• Lever taps</li> <li>• Disposal unit</li> <li>• Lifting &amp; Handling equipment</li> <li>• Bleeper/emergency assistance</li> </ul>		
<b><u>Child/young person's provided supplies:</u></b>	<b>Discussed</b>	<b>Action</b>
<p>• Pads</p> <p>• Nappies</p> <p>• Catheter</p> <p>• Wipes</p> <p>• Spare clothes</p> <p>• Other (please specify)</p> <p><b><u>School/setting provided supplies:</u></b></p> <ul style="list-style-type: none"> <li>• Toilet rolls</li> <li>• Urine bottles</li> <li>• Bowl/bucket</li> <li>• Antiseptic cleanser, cloths and blue roll</li> <li>• Antiseptic handwash</li> <li>• Milton/sterilising fluid</li> <li>• Paper towels, soap</li> <li>• Disposable gloves/aprons</li> <li>• Yellow sacks/disposal bags</li> </ul>		

## Appendix D

	<b>Discussed</b>	<b>Action</b>
Staff training/communication		
Other children / pupils		
	<b>Discussed</b>	<b>Action</b>
PE issues to enable access to all activities		
<ul style="list-style-type: none"> <li>• Discreet clothing required?</li> <li>• Privacy for changing?</li> <li>• Specific advice required for swimming?</li> <li>• Specialist nurse?</li> <li>• Manual handling adviser?</li> </ul>		
	<b>Discussed</b>	<b>Action</b>
Support		
Identified staff		
Back up staff		
Training for back up staff		
Time plan for supporting personal care need		

**Personal Care Management Plan** (developed from the Personal Care Management Checklist)

Child/Young Persons Name:	Date of Birth:	Condition:
Details of assistance required:		
Facilities and equipment: (clarify responsibility for provision of supplies e.g. parent/carer/school/other)		
<b>STAFFING</b>		
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)		

## Appendix E

Curriculum specific needs:

Arrangements for trips/transport:

Procedures for monitoring and complaints: (including notification of changing needs by any relevant party)

This current plan has been agreed by: -

Name  
Date

Role

Signature

Date for Review:

## Toileting Plan

### Record of Discussion with Parents/Carers

Child/young person's name:	Date of Birth:	Class/Year Group:

	Detail/Action	Date Agreed
Working towards independence: e.g. taking child/young person to toilet at timed intervals, using sign or symbol, any rewards used		
Arrangements for nappy/pad changing: e.g. who, where, arrangements for privacy		
Level of assistance required: e.g. undressing, dressing, hand washing, talking/signing to child/young person		
Infection control: e.g. wearing disposable gloves, nappy disposal		
Sharing information: e.g. if the child/young person has a nappy rash or any marks, any family customs/cultural practice		
Resources required: e.g. special seat, nappies/pull-ups, creams, disposable sacks, change of clothes, toilet step, disposal gloves		

Signed:  Parent/Carer:  Key member of staff:	Review Date:
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## **Record of Personal Care Intervention**

**Child/Young Person's Name:**

D.O.B.:

## **Agreement of Intimate Care Procedures for a Child/Young Person with Complex Needs**

The purpose for this agreement is to ensure that both parents/carers and professionals are in agreement with what care is given, who is providing the care and that the appropriate training is given.

Teaching of the care procedures may be carried out by the parent/carer or by the professional experienced in that procedures.

When the parent/carer and/or professional are agreed the procedure has been learned and the staff carer feels comfortable with, and competent to administer that procedure this record should be signed by the parties. One copy should be given to the staff carer, one retained in the staff carer's personnel file and one filed in the child/young person's medical health record.

Child/young person's name.....

Procedure.....

.....  
.....

Staff Carer's Name.....

Staff Carer's Signature..... Date.....

Parent/Carer and/or Professional

Signed..... Date.....

Designation.....

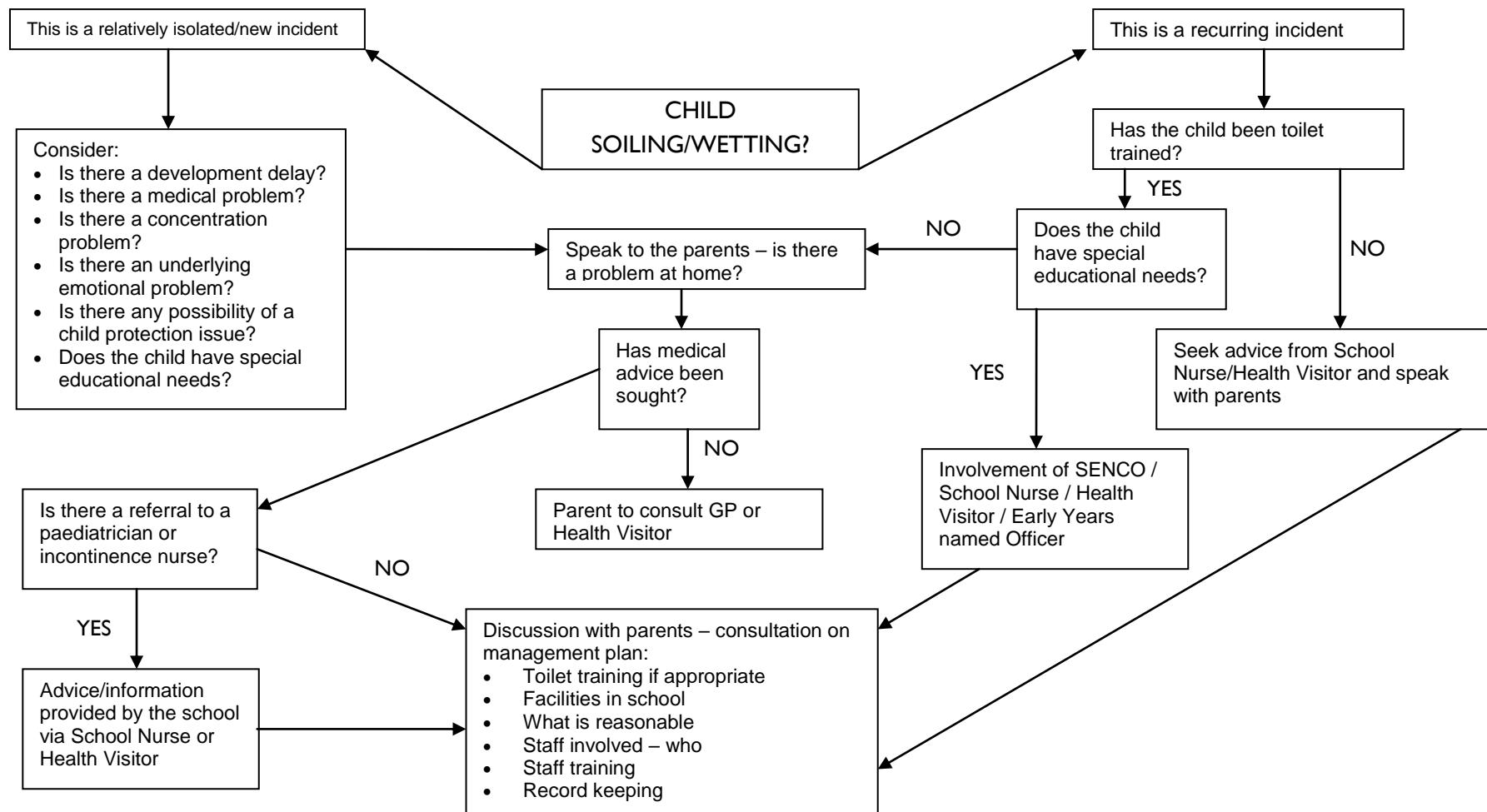
Date Reviewed..... Autumn Term

Date Reviewed..... Spring Term

Date Reviewed..... Summer Term

**Useful Contacts**

Name/Role	Contact Address/Phone/Email
Continence Advisor	
School Nurse	
Physical & Sensory Support Service	
Community Paediatric Nurse	
Building Programmes (building works)	
Early Years and Childcare Service	
Children's Services County Triage Team (referrals):	
Local Children's Services Officer Team:	
Paediatric Services	
Occupational Health	
Physiotherapy	



**Always be aware of the possibility of Child Protection issues (in which case follow Safeguarding Procedures)**