



Abbots Langley School

Inspiring life-long learners

## Intimate Care Policy

This policy will be reviewed in full by the Governing Body on a two yearly basis.

This policy was reviewed and updated in *September 2017*

Next review date: *September 2019*

### Introduction

Delayed continence is not necessarily linked with learning difficulties. By virtue of their immaturity, health, or personal development, some children may still be in nappies or have occasional accidents especially in the first few months after admission. Our school is committed to making reasonable adjustments to meet the needs of each child and children will not be excluded nor treated less favourably because of their incontinence.

### Continence

Achieving continence is one of hundreds of developmental milestones usually reached within the context of learning in the home before the child transfers to learning in a school setting. In some cases this one developmental area has assumed significance beyond all others. We will not let parents feel guilty that this aspect of learning has not been achieved.

### Definition of Disability in Equalities Act 2010

The Equalities Act 2010 provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on their ability to carry out normal day-to-day activities. The effect must be substantial and long-term. It is clear therefore that anyone with a named condition that affects aspects of personal development must not be discriminated against. It is also unacceptable to refuse admission to other children who are delayed in achieving continence.

Education providers have an obligation to meet the needs of children with delayed self-care in the same way as they would meet the individual needs of children with delayed language or any other kind of delayed development.

### Health & Safety

The following procedure will be followed if a child accidentally wets or soils him/herself or is sick on the premises. The same precautions apply for nappy changing.

- Staff will wear disposable gloves and aprons while dealing with the incident.
- Soiled nappies should be double wrapped, or placed in a hygienic disposal unit or domestic waste bins
- The changing area will be cleaned after use

- Hot water & liquid soap is available to wash hands as soon as the task is completed
- Hot air dryer or paper towels are available for drying hands

### Child Protection

All staff are DBS checked so the normal process of changing a nappy or clothes following accidental wetting or soiling should not raise any child protection concerns and there are no regulations that indicate a second member of staff must be available or present to supervise the process.

All staff are encouraged to remain highly vigilant for any signs of improper practice as they do for all activities in school.

Good practice is to tell someone you are about to change a child and provide this personal care in an area where the child's dignity can be preserved but other staff are in the vicinity to monitor and hear the process taking place.

Talk to the child about what you are doing. The time spent changing a child can be a positive, learning time.

If there is a known risk of false allegation by a child then a single practitioner will not undertake personal care and another member of staff should act as a discreet witness.

Students on placements and volunteers must not change a nappy. Volunteers must not deal with the personal care of any child whilst in school.

It is likely that most personal care for children will be undertaken by one of the teaching support staff but teachers may also be required to provide personal care.

### Procedure for Nappy Changing in our School

Parents and the school will have signed the Nappy Changing Agreement Form (Appendix 1)

The child will be changed in a discreet area on a changing mat using products supplied by the parent/carer. A disabled toilet (with a shower) is available for use if there is no other location suitable for purpose.

The child will be changed by an adult he/she is familiar with.

The nappy must be double wrapped and disposed of in the paladin bins or nappy disposal unit.

The staff member will ask for support if the child is unduly distressed and a phone call may be made to the parent/carer.

The area and mat should be cleaned after use.

The staff's hands should be thoroughly washed and dried and sanitizing gel used.

If the staff member notices any marks or injuries this will be reported to the Designated Senior Person in school at that time.

### Job Descriptions

Occasionally a school will say that offering personal care is not in the job descriptions of their staff. In a setting with young children 'pupil welfare' is a key requirement. Completing personal care to promote independent toileting and other self-care skills should be seen as one of the tasks.

## Other Information

- Asking parents/carers of a child to come and change a child is likely to be a direct contravention of the Equalities Act and leaving a child in a soiled nappy or clothing for any length of time pending the return of a parent is a form of abuse. However, in rare circumstances a child with ability to change themselves will not do so, or refuses to allow you to change them the parents/carers may be called to change the child.
- If a child suffers a bout of diarrhoea/illness the same rules apply but the parent must be contacted to collect the child as soon as possible.
- Depending on the severity of accidental soiling and age/ability of the child it may be appropriate to
  - Encourage the child to clean and change themselves with support close by and/or
  - to advise the parent, either immediately or at the end of the school day, of the incident to enable the parent to repeat/ reinforce the personal care for the child once they are home.
- Parents should provide nappies, gloves, wipes and sacks for children with delayed continence.

## Keys to Success

It is not appropriate to assume that the child has failed to achieve full continence because the parent/carer hasn't bothered to try. There are very few parents/carers for whom this would be true. In the unlikely event this is the only reason why the child has not become continent then continence achievement should be uncomplicated if a positive and structured approach is used in partnership with the parent/carer.

Remember that delayed continence may be linked with delays in other aspects of the child's development and will benefit from a planned programme worked out in partnership with the child's parents/carers.

There are other professionals who can help with advice and support. The school nurse or health visitors have expertise in this area and can support parents to implement toilet training programmes in the home. Health care professionals can also carry out a full health assessment in order to rule out any medical cause of continence problems.

Local Children's Centres will have a variety of information available to support with continence issues. You can find your local children's centre by visiting the children's centre website [www.hertsdirect.org/childrenscentres](http://www.hertsdirect.org/childrenscentres)

Education and Resources for Improving Childhood Continence (ERIC) has many helpful publications which you may send for (see further information and guidance) to get additional information on continence issues.

Parents are more likely to be open about their concerns about their child's learning and development and seek help if they are confident that they and their child are not going to be judged for the child's delayed learning.

## Partnership Working

When parents/carers and the school sign the Nappy Changing Agreement Form (Appendix 1) they agree to expectations that include the following,

The parent/carer:

- Agreeing to ensure that the child is changed at the latest possible time before being brought to the setting/school
- Providing the setting/school with spare nappies, sundries and a change of clothing
- Understanding and agreeing the procedures that will be followed when their child is changed at school - including the use of any cleanser or the application of any cream
- Agreeing to inform the setting/school should the child have any marks/rash
- Agreeing to a 'minimum change' policy i.e. the setting/school would not undertake to change the child more frequently than if s/he were at home.
- Agreeing to come into school to change my child if the school has been unable to do so because my child refuses or is distressed.
- Agreeing to review arrangements should this be necessary

The setting/school:

- Agreeing to change the child during a single session should the child soil themselves or become uncomfortably wet
- Agreeing how often the child would be changed should the child be staying for the full day
- Agreeing to monitor the number of times the child is changed in order to identify progress made
- Agreeing to follow appropriate procedures should the child be distressed, refuses change or be changed or if marks/rashes are seen (visit [www.hertssafeguarding.org.uk](http://www.hertssafeguarding.org.uk))
- Agreeing to review arrangements should this be necessary.

This kind of agreement should help to avoid misunderstandings that might otherwise arise, and help parents/carers feel confident that the setting/school is taking a holistic view of their child's needs.

## Girls Intimate Care

Any girls who have started their periods, can access the female toilets.

Source: The Family Information Service,  
Supporting Children Who Are In Nappies  
Continence Guidance In Early Years Foundation Stage Settings



## Nappy Changing Agreement Form

Name of Child: \_\_\_\_\_

The parent/carer:

- Agreeing to ensure that the child is changed at the latest possible time before being brought to the setting/school
- Providing the setting/school with spare nappies, sundries and a change of clothing
- Understanding and agreeing the procedures that will be followed when their child is changed at school - including the use of any cleanser or the application of any cream
- Agreeing to inform the setting/school should the child have any marks/rash
- Agreeing to a 'minimum change' policy i.e. the setting/school would not undertake to change the child more frequently than if s/he were at home.
- Agreeing to come into school to change my child if the school has been unable to do so because my child refuses or is distressed.
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The setting/school:

- Agreeing to change the child during a single session should the child soil themselves or become uncomfortably wet
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- Agreeing to follow appropriate procedures should the child be distressed, refuses change or be changed or if marks/rashes are seen (visit [www.hertssafeguarding.org.uk](http://www.hertssafeguarding.org.uk))
- Agreeing to review arrangements should this be necessary.
- Agreeing to follow the good practice set out in our intimate care policy to tell someone you are about to change a child and provide this personal care in an area where the child's dignity can be preserved but other staff are in the vicinity to monitor and hear the process taking place.

Name of Parent/Carer: \_\_\_\_\_

Relationship to Child: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name of SENCo or School Representative: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX 1: DECLARATION FOR STAFF  
Intimate Care Policy**

School/College name: Abbots Langley Primary School

Please sign and return to: Rebecca Negrello

I, \_\_\_\_\_ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s).:

(1) Intimate Care Policy

I am aware that the DSPs are:

Rebecca Negrello (DSL)

Liz Salt

Angela Miles

Tom Willcox

Karen Crawley

Dionne Whiting

Tracy Livingstone

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available on the staffroom server (T drive)

Signed \_\_\_\_\_ Date \_\_\_\_\_