



Elements Primary School
Creative · Unique · Innovative

Elements Primary School Intimate Care Policy

At Elements Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Elements Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

At Elements Primary school we fully recognise our responsibilities for child protection. We believe staff have an important and unique role to play in child protection.

We believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs including those who may have experienced abuse.

Introduction

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning a pupil after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care. In the case of a specific procedure only a person suitably trained and assessed as competent will undertake the procedure, (e.g. the administration of rectal diazepam.) The issue of intimate care is a sensitive one and will require staff to be respectful of the pupil's needs. The pupil's dignity should always be preserved with a high level of privacy, choice and control. There should always be a high awareness of possible safeguarding and pupil protection issues. As such staff behaviour must be open to scrutiny and staff must work in partnership with parents, carers and health professionals, where appropriate, to provide continuity of care to pupils/young people wherever possible. The following document is a model based on best practice in special schools.

Elements Primary School is committed to ensuring that all staff responsible for the intimate care of pupils will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all pupils with respect especially when intimate care is given. No pupil should be attended to in a way that causes distress or pain.

The management of all pupils with intimate care needs will be carefully planned. The pupil's welfare and dignity is of paramount importance.

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

Each pupil will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each pupil to do as much for him/herself as he/she can. This may mean, for example, giving the pupil responsibility for washing themselves. Individual intimate care plans will be drawn up for individual pupils whose needs require this.

Each pupil's right to privacy will be respected. Careful consideration will be given to each pupil's situation to determine how many staff might need to be present if a pupil is supervised using the toilet. Wherever possible, one pupil will be catered for by one adult unless there is a sound rationale for having more adults present. If this is the case, the reasons will be clearly documented.

The Protection of Pupils

Elements safeguarding procedures and the Leeds City Council Safeguarding procedures will be adhered to at all times. All pupils will be taught personal safety skills carefully matched to their level of development and understanding. If a member of staff has any concerns about physical changes in a pupil's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to a named person - Executive Principal or Assistant Principal. If a pupil becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be investigated and outcomes recorded. If a pupil makes an allegation against a member of staff, all necessary procedures will be followed. Parents/carers will be contacted and informed as part of this process in order to reach a resolution. Where deemed appropriate, staffing schedules will be altered until the issue(s) are resolved. During this time the pupil's needs remain of paramount importance. School will seek further specialist advice from outside agencies where necessary to maximize best outcomes for the pupil.

Additional Guidance

Health and Safety:

When attending to the intimate care of pupils' staff should be aware of the school's Health and Safety policy.

Staff should always wear an apron and gloves when dealing with a pupil who is menstruating or has soiled. Any soiled waste (urinary or faecal) should be placed in a polythene waste disposal bag, which will be sealed. This bag should then be placed in a bin (complete with a liner), in the disabled toilet, which is specifically designated for the disposal of such waste.

The bin should be emptied on a daily basis and it will be collected as part of the usual refuse collection service. Note: this waste is not classed as clinical waste.

Special / complex health needs

Pupils with special / complex health needs have the same rights to safety and privacy when receiving intimate care. Additional vulnerabilities that may arise from a physical disability or learning difficulty must be considered with regard to individual teaching and care plans for each pupil. As with all arrangements for intimate care needs, agreements between the pupil, those with parental responsibility and the school should be easily understood and clearly recorded.

Regardless of age and ability, the views and emotional responses of pupils with special needs should be actively sought in regular reviews of these intimate care arrangements.

Guidance to safeguard pupils and education staff with regard to higher risk situations e.g. physical contact, first aid, showers/ changing clothes., out of school activities and photography.

Physical Contact

All staff engaged in the care and education of pupils 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 pupil, an observer or by anyone the action is described to. Staff must therefore always make considered judgements when executing their duties, be prepared to justify actions and accept that all physical contact will be open to scrutiny.

Any physical contact with an individual pupil is likely to be open to question unless the justification for this is formally agreed by the pupil, the school and those with parental responsibility.

Pupils with complex health and/ or special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adapted where appropriate to the individual requirements of each pupil. The arrangements must be understood and agreed by all concerned, justified in terms of the pupil's needs, consistently applied and open to scrutiny. Consultation with colleagues and, where possible, parents/carers will take place where any deviation from the agreed arrangements is anticipated. Any deviation and the justification for it will be fully documented and reported. These records will be kept electronically in the pupils file on the Google Drive.

Extra caution is required by staff where a pupil is known to have suffered previous abuse or neglect. In this case the pupil may view physical contact to be associated with such previous experiences and may result in staff being more vulnerable to allegations of abuse. Additionally, many such pupils may present as extremely needy and actively seek out inappropriate physical contact. In such circumstances staff should deter the pupil minimising any negative experience. In such cases ensuring supervision will help to protect staff from possible allegations.

Restraint

There may be occasions where it is necessary for staff to restrain pupils physically to prevent them from inflicting damage on either themselves, others or property. In such cases trained staff should use the minimum force necessary for the minimum length of time required for the pupil to regain self- control using The Team Teach methods. In all cases of restraint, the incident must be documented and reported. Staff must be fully aware of and adhere to the school's use of force to control or restrain positive handling policy.

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

Pupils in distress

There may be occasions when a distressed pupil 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 pupil's distress, the extent and cause of the distress. Unless the pupil needs an immediate response, staff should consider whether they are the most appropriate person to respond. It may be more suitable to involve the pupil's relative or school's pastoral team. To minimize the risk of misinterpretation / allegation, 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 the Executive Principal.

First Aid and intimate care

Staff who administer first aid should ensure wherever possible that another adult or other pupils are in the vicinity. 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 must be made aware of the task being undertaken. Children will be changed in the disabled toilet with the door left ajar at all times.

Wet / soiled clothing will be placed in a sealed carrier bag and passed to the class teacher who will give it to the child's parent / carer at home time. The child's class teacher will explain the incident and how it was dealt with to the parent / carer. Regular requirements of an intimate nature should be planned for.

If a child asks to go to the toilet and does not return within a reasonable length of time the class teacher will send a Support Assistant to look for the child in the first instance. If the child is not found in the toilets, then the class teacher will activate the child missing / absconding protocols.

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 an exercise or the use of equipment. Staff must 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.

Changing clothes

In the case, for example, of PE and after school clubs.

Young people are entitled to respect and privacy when changing clothes. However, there must be the required level of supervision to safeguard young people with regard to health and safety considerations and to ensure that bullying or teasing does not occur. Adults should avoid any physical contact when pupils are in a state of undress and avoid any visually intrusive behaviour.

Given the vulnerabilities of the situation, it is strongly recommended that when supervising pupils in a state of undress, another member of staff is nearby. 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 pupils. Pupils in Years 4, 5 and 6 will get changed in same sex changing areas.

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/establishment's policy and all LEA Guidance regarding out of school 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.

Meetings with pupils away from the school premises where a chaperone will not be present are not permitted unless in exceptional circumstances where specific approval has been obtained from the Executive Principal. Staff should not place themselves in a position where they are in a vehicle, house or other venue alone with a pupil. If staff come into contact with pupils whilst off duty, they must behave as though in their professional role and not give conflicting messages regarding their own conduct.

Photography, videos and similar creative arts

Staff should be aware of the potential for such mediums of teaching to be used for the wrong purposes. Additionally, staff should be aware that pupils who have been previously abused in this way may feel threatened by the legitimate use of photography, filming etc.