



Intimate Care Guidelines Policy

Status	Current Policy
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Reviewed	October 2024
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Review Cycle	Three Yearly
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Next Review	October 2027
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Lead Staff	Martyn Nash
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Headteacher	Jane Hatwell
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Chair of Governing Body	Alex Krutnik
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Vision and Values

Our school vision is to provide an *outstanding, nurturing, learning environment*, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.

Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe.

“Getting it right for every pupil”

At Stone Bay we focus on *Evolving Excellence* in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting *Trust* with all our stakeholders, *Empowering* each other to learn and grow. By adhering to policies and clear processes we ensure *Fairness* and transparency in our decision making and actions, whilst ensuring we are *Collaborating* with others and always looking for ways to help each other to deliver excellence for our pupils.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practiced, respected, protected and promoted.

Stone Bay has been awarded the Silver Award by UNICEF. This is awarded to UK schools that show good progress towards embedding children's rights in the school's policy, practice and ethos, as outlined in the RRSA Strands and Outcomes

Staff wellbeing

The Leadership Team and the Governing Board of Stone Bay School are committed to promoting positive mental, physical and emotional wellbeing and to providing suitable support for all staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

All members of staff are entitled to be treated fairly and professionally at all times. The Governing Board of Stone Bay School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

1 Introduction

These guidelines aim to protect children at Stone Bay and by observing good working practices also prevents staff from being put in any situation where a student or another adult could misconstrue anything they have done in the course of their duty.

Intimate care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need.

Pupils and adults may require help with eating, drinking, washing, dressing and toileting. Help may also be required with the administration of rectal medication.

2 Privacy, Dignity and safeguarding

Student's/pupils privacy and dignity are of paramount importance and as far as possible staff should allow pupils to attend to themselves when bathing or dressing. Students/pupils must be encouraged to obtain independence, however the level of support needed by a child as indicated in their care plan may be to such an extent that staff have to dress/undress or bathe an individual; in these cases, the following guidelines should be observed.

- 2.1 When dressing/undressing a student/pupil, staff should ensure that they have informed another member of staff of their intentions prior to assisting.
- 2.2 Within Stone Bay School, staff should respect students/ pupils by changing them in their own bedrooms or approved changing rooms, not in communal areas.
- 2.3 Teaching our pupils protective behaviour such as privacy is an important issue in intimate care, however we need to protect all parties involved. When supporting intimate care staff must make colleagues aware they are doing so. No doors can be locked when assisting a child with personal care, high handles can be installed to prevent younger inquisitive pupils from entering. These handles can be used by staff at any time when an adult is supporting a child however staff must be very mindful of pupil dignity.
- 2.4 Involve the student/pupil as much as possible in their own intimate care, staff should try to avoid doing things for a child that they can do alone, and if a student/pupil is able to help, ensure that they are encouraged to do so. This is as important for the

tasks such as removing clothes as it is for washing intimate parts of the body, support pupils in doing all they can for themselves. If a student/pupil is dependent upon an adult, staff must talk with him/her about what they are doing to give choices wherever possible.

- 2.5 If a student/pupil requires help to use the toilet, the member of staff assisting should inform colleagues they are supporting the student/pupil. Toilet doors can be locked as long as they have either an engaged and vacant lock that can be opened by staff from outside, a second handle higher up on the door is the preferred option if doors are to be closed to stop other pupils entering. High handles can be opened from the outside by another member of staff if they are concerned about the child / adult
- 2.6 Be responsive to a student's/pupils reactions, it is important that staff check their practice by asking the child (where appropriate) 'Is it O.K. to do it this way?' 'Can you wash here?', e.g. 'how does mum do that?' If a child expresses dislike of a certain person carrying out his or her intimate care, staff should try and find out why, conversely, if a student dislikes a certain member of staff for any reason, the line manager should be made aware of this.
- 2.7 Staff should make sure that practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring that staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion but it is important that approaches to intimate care are not markedly different between individuals. Staff should be familiar with each Individual Education and Care plan.
- 2.8 Have knowledge of and respect any cultural or religious sensitivities related to aspects of intimate care. Ensure that all intimate care procedures have been agreed by parents/guardians and that everyone concerned understands what level of intimate care is required. This is being met through the school's health care plans and individual student care plans
- 2.9 Never do something unless you know how to do it, if you are not sure how to do something then ask. If you need to be shown more than once then ask again. Certain intimate care or treatment procedures such as rectal examinations must only be carried out by nursing or medical staff. In almost every other circumstance, excluding emergencies, procedures such as the administration of rectal diazepam or suppositories should only be carried out by staff that have been fully trained to do so; as documented in the schools supporting pupils with medical needs policy.
- 2.10 If a member of staff is concerned that during the intimate care of a child:
The student/pupil seems sore or unusually tender in the genital area

The student/pupil seems to be sexually aroused by your actions

The student/pupil misunderstands or misinterprets something

The student/pupil has a very emotional reaction without apparent cause

(Sudden shouting or crying)

They must report any such incident at the earliest possible opportunity to their Line Manager; and complete the relevant written logs.

- 2.11 Any member of staff who is performing personal care tasks to student/pupil must not have their mobile phone on their person at this time. Mobile devices must be locked away in one of the lockers provided by the school.

3 General care

- 3.1 Always treat the pupils in your care with respect, if you need to enter a student's/pupil's bedroom always knock before entering. In order to promote independence, where appropriate encourage the students/pupils to respect their own and others privacy by shutting toilet and bathroom doors etc.
- 3.2 Allow a student/pupil if able, time to dress/undress in their rooms before entering.
- 3.3 Encourage the students/pupils to be aware of their appearance e.g. zip fly done up, dressing gowns worn and tied when in night clothes, or any circumstance where the pupils are unwittingly exposing themselves.
- 3.4 Make time to listen to students/pupils who may want to talk to you in confidence, find a suitable room with a glass panel door so that you can talk in private but be observed from outside. If, however this is not possible you need to ensure there is another member of staff within close proximity, to offer support should this be required.
- 3.5 Staff should work in pairs, and should avoid situations where they are left alone with a child for any length of time.
- 3.6 **Physiotherapy:** Any individual who requires physiotherapy whilst at school will have this carried out by a trained physiotherapist. In the event it has been agreed in the IEP/ Care plan that a member of staff may undertake part of the physiotherapy regime (such as assisting with exercises) the required technique must be demonstrated by the physiotherapist, written guidance given and updated regularly. Staff are to be observed to check they are using the correct technique. Under no

circumstances should staff carry out own exercises or physiotherapy programme. Any concerns regarding the regime or any equipment failure must be reported straight away.

4 Off site/leisure

Students/pupils at Stone Bay School are encouraged to take part in many off-site and leisure activities which involve contact with the general public, the over friendly nature of some of our students/pupils can make them particularly vulnerable when out in the community. Staff who accompanies pupils on off-site activities must be aware of the inherent dangers involved and observe the following: -

- 4.1 **Swimming:** Students/pupils should be monitored at all times in changing areas and should not be allowed naked outside of the changing cubicles, staff should be aware that many of our pupils are not aware of the need for privacy in public places, thus a staff presence is required at all times. Staff that need to shower after a swimming session should use separate showering facilities or use the showers after the pupils have been attended to and are out of the shower area.
- 4.2 When staff are accompanying pupils off-site they must be familiar with individual student's/pupils wellbeing plans. Student/pupils who are known to be problematic in the community will be nominated specific members of staff to care for them for the duration of the trip. It is the responsibility of all staff when on off-site activities to be aware of the number of pupils they are accompanying and periodically check that numbers tally. Groups should not sub-divide off-site unless it has been agreed by the senior in charge prior to departure.
- 4.3 Students/pupils should not be taken to members of staff's homes.
- 4.4 Students/pupils should be encouraged to act appropriately when meeting members of the public, no over friendly embraces etc.
- 4.5 From time to time staff are required to accompany pupils to a variety of out of school appointments, e.g. doctor, dentist, clinic. These appointments may require a single escort in which case a taxi should be arranged to transport to and from the destination. Where staff have their own transport or use of the school minibus, they should always have another member of staff accompanying them.

4.6 Aromatherapy: Aromatherapy massage is commonly used with individuals who have complex needs in order to develop sensory awareness, tolerance to touch and means of relaxation.

All pupils require a consent form signed by parents/carers.

All staff who are undertaking aromatherapy massage for students/pupils must be trained, showing an appropriate level of competence.

Any massage undertaken by staff should be confined to parts of the body such as hands, feet, face, lower arms and lower legs.

Appropriate clothing to be worn i.e. shorts and t-shirts by the students/pupils who are receiving the massage.

Staff are to follow safeguarding procedure and notify other staff what they are doing, where they are doing the massage and who with.

Students/pupils with disabilities have been shown to be particularly vulnerable to abuse. It is essential that all staff are familiar with the school's child protection policy and procedures, with agreed procedures within this policy and with the child's own care plan.

It is impossible to predict and supply guidelines for all situations that staff may find themselves in, for the most part there is no substitute for a sound, professional, common sense approach to the difficult work we do. If staff are in any doubt they can seek advice from a member of the senior leadership team.

Staff must be aware that they can become as vulnerable as our pupils in certain situations, the greatest protection they have is the vigilance of the people they have working alongside them.

By observing the above guidelines and if in any doubt asking a senior member of staff, staff, students and pupils should be able to work and live in a safe, enjoyable environment.

5 Protective behaviours within the SBS curriculum

Stone Bay School hosts its own unique curriculum which focuses on the needs of the pupils. Within the subject 'My Social Emotional Wellbeing/My Friends, Relationships and Community Inclusion' there are stands in which protective behaviours are taught. Teachers will use these areas to set targets for and teach specific to each pupils needs. Each pupil will have a target linked to their social and emotional EHCP outcome and one RSE target. These stands are:

1. My Identity
 - People who help me feel safe
 - My communication
2. My Feelings and Emotions

- How to make safe and positive choices for my wellbeing
- When I feel unsafe or unsure about another person

3. My Social Skills

- Being treated with respect by others
- Who can help me and keep me safe?
- Boundaries with unfamiliar adults
- How and where to get the help I need in different environments
- How to keep asking for help until I am heard
- Healthy and stable friendships; rights and responsibilities
- Seeking and giving permission in friendships
- Safe and unsafe secrets
- Boundaries in personal relationships
- How to report abuse or concerns
- Attraction to others
- Your body belongs to you

Safeguarding, Equality and Equal Opportunities Statement

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all pupils and staff from all social, cultural and economic backgrounds. The school will ensure that no student or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

Stone Bay School aims to;

- Foster good relationships and create effective partnerships with all sections of the community
- Ensure that the school's service delivery, commissioning and employment practices will not discriminate unlawfully, either directly or indirectly
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued and celebrated

All aspects of Safeguarding will be embedded into school life and will remain the responsibility of all members of our school community.