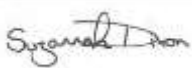





## Comper Nursery School

# Intimate Care Policy

2024 - 2026

Updated:	March 2024	
Review:	March 2026	
Signed CoG		Date: March 2024
Print CoG	Suzy Dixon	Date: March 2024
Signed HT		Date: March 2024
Print HT	Catherine King	Date: March 2024



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Headteacher: Catherine King



## Intimate Care policy

### Aims

- To meet the individual needs of all our children and promote their welfare and emotional well-being.
- To recognise and assist children with intimate care where needed
- To ensure that the children are treated with courtesy, dignity, and respect at all times.

### What is Intimate Care?

Intimate care is defined as care involving washing, touching or carrying out a procedure to intimate personal areas which some children may need support in doing because of their young age, physical difficulties or other additional needs.

Where a child has intimate care needs, a designated member of staff takes responsibility to provide their care.

We address issues on an individual basis. Due to the developmental stages of the children that we work with, we support them with their personal care. This might include the following:

- Reminding the children to go to the toilet
- Supporting with personal hygiene, this may include supporting them to wipe themselves clean, undressing or redressing before and after toileting or changing clothes if they are wet or soiled
- Flushing toilets and washing hands.
- Pull up or nappy changing

This support is to ensure they are clean and well looked after in school and to support their understanding of self-care routines as well as developing their independence. As outlined in the Early Years Foundation Stage (EYFS), September 2021; we are responsible for children's personal care skills, as an essential part of Personal Development. We always support children sensitively and with dignity in this matter

During registration and your child's visit their key person will advise you of the procedures at Comper Foundation Stage School and what your child needs to have with them each day e.g. spare clothes or nappies in order for us to be able to look after them to the highest standard possible while in our care.

### Staff Training

- All staff are knowledgeable about intimate care/personal care and receive training supporting children with intimate care from a lead practitioner in the setting when they start new to the school
- All staff are made aware of their responsibilities, relevant policies and procedures in place (including adhering to Child Protection and Safeguarding, Health and Safety and Confidentiality)



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- There is a designated employed adult who is trained; DBS (Disclosure, Barring Scheme) checked and has received training for very specific intimate care procedures where relevant
- During their induction period staff are supervised and supported when carrying out and supporting children with self and intimate care
- Only staff members who have provided satisfactory references and have a clear DBS check can carry out such self-care routines
- Key Persons/ Class teachers follow each child's care plan in agreement with parent/carers and they always undertake their duties in a professional manner • They are fully aware of best practice including hygiene.

### Intimate care/personal care plan

All application forms for children that attend Comper, have an area that parents need to complete to indicate the level of intimate care their child may need at school.

If a child requires regular assistance with intimate care, staff meet with the parents to discuss the child's needs and devise an agreed intimate / personal care plan. Relevant health care professionals may be involved if needed.

We monitor and review the plan on a regular basis and access any further training as and when it is required.

### Our Practice

The designated practitioner who provides the care (in most cases: the child's key person/ class teacher) forms a strong, trusting relationship with the child. They ensure that it is a positive experience that is safe and comfortable for all.

Whilst the child is having their needs met, it is treated as a time to interact and promote their personal, social, and emotional development and self-care

Each child, age and developmentally appropriately, is encouraged to undertake as much of the procedure for themselves as possible, including washing hands, dressing/undressing, personal hygiene, and toileting.

The children's toilet areas and nappy changing facilities/areas are used to attend to children's needs and every effort is made to ensure privacy and modesty.

Staff should always change children when there is a colleague in view, the changing areas should allow our children privacy but not be closed off. This is part of making sure we have a culture of open-ness which safeguards children and ensures all adults follow safe working practices. In the Mango classroom staff must ensure that if using the disabled child to ensure further privacy for the child, that the door is not fully shut and never locked. Staff must position themselves where they can be seen from the corridor.

### Nappy Changing procedure

- Soiled nappies will be removed and disposed of
- Children's skin is cleaned with disposable wipes, water, or creams, which ever has been specified by the parent in the care plan



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- Specific wipes and creams are provided by parent/carers if needed
- When the child is clean, further cream may be applied if this is a requirement in their plan
- A clean nappy will be fitted
- The child will be re-dress or supported to do this

### Hygiene when carrying out intimate care

Every time a nappy is changed all adults will:

- Wear clean gloves
- Wash their hands before and after carrying out intimate care
- Wipe down all surfaces used for nappy changing with an anti-bacterial wipe
- Dispose of nappies and 'pull ups', gloves and wipes hygienically and safely and immediately in the nappy bins provided in the setting

### Safe disposal of nappies and gloves

We have good hygiene practices in place when disposing of waste to prevent infection. We follow stringent nappy changing procedures which are included in all staff inductions to ensure the safe disposal of waste, see below. Good hygiene practices are promoted through:

- Routine
- Practice
- Thorough staff induction
- Staff peer monitoring

### Working with parents

We work closely with parents/carers forming partnerships to identify and ensure we meet each child's needs, reviewing these regularly through the key person system in place at the setting or with their class teacher.

Cultural and religious values are respected when planning and we seek to engage in regular communication with parents and monitor and review the child's plan together.

We will happily support children who are potty training. This will be led and instigated by parents. However, there may be occasions where a key person advises that they feel a child is not ready to potty train and that the school will happily support this. The final decision is always that of the parent/carer.

### Communicating with parents

Staff will share information about your child's day at school including any issues around self-care that have arisen at the end of the day in the following ways:

- Via Tapestry (our online parent communication platform)
- Verbal feedback at pick up, always carried out respectfully, out of ear shot of other parents and children



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- Phone call home
- It is the responsibility of all key persons to ensure the information recorded on Tapestry or verbal feedback is accurate and shared with each child's parent/carer.

There may be occasions when we contact you before home time to discuss a child's intimate care needs, should their needs be out of the ordinary, such as becoming unwell at school with diarrhoea in which case they will be sent home.



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### Working with outside agencies

We work closely with outside agencies to utilise their knowledge and expertise where necessary. Our SENCO coordinates this approach in consultation with management as well as parent/carers and the child's key person/ class teacher.

Another agency will never be involved without your consent unless the school has serious safeguarding concerns around your child and felt that the child may be in immediate danger should the parent/carer be informed of a referral to children's social care.

The school have a duty of care to all children and will always act with the children's best interests at the heart of all decision making.

This policy has been written in accordance with the Disability Discrimination Act (amended 2005) and in conjunction with the Comper Foundation Stage School Health and Safety policy, Safeguarding / child protection procedures and staff inductions. This policy will be reviewed annually or when a change in practice or legislation requires.