



CHINLEY PRIMARY SCHOOL

INTIMATE CARE AND NAPPY CHANGING POLICY

STATEMENT OF INTENT

It is our intention to ensure that at Chinley Primary School all children are treated with sensitivity and respect. Our primary concern is to address the needs of all children and to help them achieve their full potential. We work in partnership with parents and carers to encourage and support the involvement and inclusion of individual children.

Parents, carers and staff are aware that matters concerning intimate care will be dealt with confidently and sensitively and that every individual child has the right for privacy and their dignity will be maintained at all times.

DEFINITION

Intimate care is any care which involves washing, touching or carrying out a procedure invasive to privacy of intimate personal areas e.g.

- ☐ Supporting a child with dressing/undressing.
- ☐ Changing a child's nappy.
- ☐ Wiping a child who has been to the toilet.
- ☐ Cleaning a child who has soiled him/herself, has vomited or feels unwell.
- ☐ Providing comfort or support for a distressed child.

AIM

To raise awareness and provide a clear procedure for intimate care that protects the rights and interests of both children and adults.

It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. All intimate care will be carried out by staff who hold an enhanced CRB disclosure and have discussed with the Head teacher or deputy Headteacher, during their induction, how to respect an individual's dignity and privacy.

All staff are aware of their responsibilities, relevant policies and procedures in place (including adhering to Safeguarding, Health and Safety and Confidentiality).

Unregulated volunteers and students will not carry out intimate care procedures.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental stages and individual families' religious views around intimate care.

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

Each child's right to privacy is respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Where possible one child will be cared for by one adult unless there is as sound reason for having two adults present. If this is the case, the reasons should be clearly documented.



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Parent/Carers will be involved with their child's intimate care arrangements on a regular basis, a clear account of the agreed arrangements will be recorded on a child's care plan. The needs and wishes of the child and their parent/carers will be carefully considered alongside any possible constraints e.g. staffing.

Chinley Primary School recognises it's a legal obligation to meet the needs of children with delayed personal development in the same way they would meet the individual needs of children with delay in another aspect of their development. We work in partnership with parent/carers on an individual basis to make reasonable adjustments to meet the needs of each child (EYFS Welfare Requirements, DDA 2008).

Nappy and /or Clothes Changing Procedures

Staff take turns on a rota system each day to ensure that children become comfortable with every member of staff. Each member of staff following the same procedure as follows:

- ☐ A child will always be consulted before an intimate care routine takes place e.g. 'Can I change you when you have finished your story? This gives the child time to process what is happening next. They will never be forced to leave what they are doing.
- ☐ We can change the child standing up or on a mat on the floor. The child's preference/needs will be considered, together with any assessed risks involved with either method.
- ☐ Staff will wash their hands.
- ☐ Staff will wear fresh aprons and disposable gloves while changing a child.
- ☐ The child's changing bag or clean spare clothes and all equipment should be gathered and within easy reach to the changing area.
- ☐ Soiled nappies, used wipes and gloves will be securely wrapped and disposed appropriately in the designated covered bin.

Disposable nappies and all other materials used for dealing with bodily fluids e.g. blood and vomit are put into a yellow plastic bag and then placed into the large sanitary bin which is situated in the staff toilet.

All spills of vomit, blood or excrement are wiped up; the area is sprayed with antibacterial spray using a paper towel the paper towel is disposed of in a nappy sack and placed in a yellow plastic bag then the bin. Once the child has been changed and returned safely to the e.g. nursery area, the changing area will be cleaned with antibacterial spray. Hot water and antibacterial gel is available for staff to wash hands as soon as changing as finished. Paper towels are available to dry hands.

The member of staff will record whether the child has wet or soiled on our weekly changing chart.

Soiling and Toileting

If a child needs to be cleaned, staff will make sure that:

- ☐ Protective gloves and a disposable apron are worn.



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- ☐ The procedure is discussed in a friendly and reassuring way with the child throughout the process.
- ☐ The child is encouraged to care for him/herself as far as possible. Where this is not possible staff will carry out the required care for the child, including wiping the child's bottom.
- ☐ Privacy is given appropriate to the child's age and situation.
- ☐ Soiled clothing is double bagged in 2 plastic bags, unwashed and sent home with the child.
- ☐ Lastly, Staff and children will thoroughly wash their hands using running warm water and soap.

Supporting dressing /undressing

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed. Staff will always encourage children to attempt undressing and dressing unaided.

No child will be left unclothed for a period of time.

The protection of children

At Chinley Primary School staff encourage children to have a positive self-image. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse.

If a member of staff has any concerns about physical changes in a child's presentation e.g. marks, bruises, soreness etc. they will immediately report concerns to the designated safe guarding officer, who will follow the procedures that are stated in our Safeguarding policy.

If any Parent/Carer or a member of staff has concerns or questions about intimate care procedures or a child's individual needs please discuss these with Mr. Lambert or Mrs. Glover at the earliest possible convenience.

Chinley Primary School School operates a Whistle-blowing Policy as a means for staff to raise concerns relating to their peers. The Headteacher supports this by ensuring staff feel confident in raising concerns as they arise in order to safeguard the children within the nursery in the same way as those within the school as a whole.

If an allegation is made against a member of staff, the school will follow the procedures outlined in the Safeguarding policy.

The protection of staff

Members of staff have regard to the danger of allegations being made against them and take precautions to avoid the risk:

These include:

- ☐ Verbally informing another member of staff the necessary action they intend to take.
- ☐ If a child expresses dislike of a certain member of staff carrying out his/her intimate care, staff and our designated Safeguarding Officer will try and find out the reason for this and will try to resolve this by having strategies in place.



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- ☐ Being aware of and responsive to the child's reaction.

Policy reviewed by Peter Lambert

Date: 07.11.2022

Agreed and adopted by governors - Minute Number: PAS05/251122a

APPENDIX A



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Checklist for schools using external contributors.

External Contributors Name: _____

As this is a comprehensive list there maybe questions that are inappropriate.

Criteria	Notes
Are you aware of the aims and objectives being delivered by the external contributor?	
Does the external contributor complement and not replace teacher led activities?	
Is the external contributor aware of the relevant school policies e.g. confidentiality?	
Are you aware of the external contributors' learning outcomes of the session? ,	
Is the methodology and content appropriate?	
Have group sizes been agreed?	
Are teaching resources provided? If so can you preview them and are they up to date and appropriate?	
Is there anything the teacher should tell the external contributor regarding pupils' needs?	
If team teaching is being used, has the session been appropriately planned?	
Have the pupils been appropriately prepared?	
Is follow up work planned and does the learning need to be extended into a further lesson?	



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Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	
Have you discussed how the visitor is expecting the pupils to engage with them?	
Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
Are there mechanisms for support in place for staff, pupils, and the visitor in the event of problems?	
Is there any technical equipment needed and is it working?	
Does the outside agency require a special room booking?	
Are all the staff and pupils aware of the arrangements?	
Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
Have you checked the visitors' DBS status if appropriate?	
Have you agreed fees, expenses or the cost of resources?	
Have you filled in a service level agreement/ completed a purchase order?	

NOTE: Involving ex-users in drug education should be considered very carefully. Without sensitive handling they may arouse interest or glamorise drug use or describe experiences which young people may find it hard to relate to. If they are to be involved, this should be because they are skilled in facilitating learning and not simply by virtue of their status as a former user.

Checklist for visitors going into schools



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Criteria	Notes
Be clear about what you are delivering, to whom and for how long, as agreed with the teacher and school.	
Reinforce or introduce ground rules for the session.	
Ensure the material is age appropriate and fits into the broader PSHE curriculum.	
Ensure a teacher is present and prepared to actively take part in the session	
Ensure up to date material, resources and data is used.	
Assess through feedback and evaluation from the young people and staff. This information should be shared and used to inform future work	
Be aware of the school values and approaches to PSHE including those covering confidentiality, disclosure and child protection.	
Identify the school contact and who would be the lead for any follow up work.	
Ensure a teacher is available to offer support if required.	
Ensure DBS is up to date if needed and have identification.	