



# Physical Contact and Intimate Care Policy

<b>Date of last review:</b>	2017	<b>Review period:</b>	3 Years
<b>Date of next review:</b>	2020	<b>Written by:</b>	Alison Hopkins
<b>Type of policy:</b>	Non-statutory	<b>Committee:</b>	FGB
<b>Signature:</b>			

## Physical Contact

Physical contact constitutes a necessary and integral part of the education of pupils at Wyre Forest School. It may be used to facilitate growth or to meet needs within the following areas:

- Emotional development
- Educational development
- Physical development
- Personal/social development
- Behavioural development
- Personal care
- Physical support to access the curriculum

Physical support to engage appropriately in speech therapy, occupational therapy, swimming, physiotherapy, swimming, and support. Support may involve gentle physical prompting to ensure curriculum/environmental access. For pupils with behavioural difficulties, touch may be required to prevent personal injury, injury to others, or damage to the environment. Adults in school use the following types of acceptable physical contact:

- TaSSels communication approach for our PMLD learners.
- Co-active feeding.
- Physical prompting.
- A hug for comfort and reassurance when a pupil is distressed. A hand on the shoulder or arm to comfort and reassure an older pupil may also be used.
- Oral skills (for example teeth cleaning) as part of PSHE.
- Removing objects from a pupil's mouth.
- Choking – removal of an obstruction or putting a pupil in a head-down position over knee, and slapping them on the back.
- Wiping or cleaning a pupil when they have finished (or during) a meal.
- Swimming: changing pupils, safety and support in the water – holding/supporting a pupil when entering the pool, and to maintain a safe body position. Teaching techniques in the pool – may involve splashing water at pupils, or holding to support them above the water.
- Holding hands when walking.
- In P.E. and on outside equipment - co-active support to access equipment. Saving a pupil from falling. Holding a pupil on moving and static apparatus.
- Personal care – wiping noses, washing faces and/or applying suntan lotion.
- Strapping children into vehicles.
- Administration of drugs.
- Positive behaviour support – only in line with the behaviour policy.

## Intimate Care

Some pupils may require intimate care for their comfort and dignity. Intimate care is defined as any care which involves washing, touching or carrying out a procedure (such as cleaning up 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. The issue of intimate care is a sensitive one, and requires staff to be respectful of the child's needs. The child's dignity will

always be preserved with a high level of privacy, choice and control. No child will be supported in a way that causes unnecessary distress or pain.

The Wyre Forest 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. Our policy for intimate care aims to provide guidance and reassurance to staff. It safeguards the rights and well-being of pupils, and assures parents/carers that all staff are knowledgeable about intimate care.

Parents will supply nappies/pads, wipes and any agreed creams.

Staff who provide intimate care are taught to be aware of best practice, and the need to comply with school policies including:

- Child Protection
- Health and Safety
- Health Care Plans
- Risk Assessments
- Medical Details
- Intimate Care Plans

Staff will have regard to confidentiality of this information. Sensitive information about a child will only be shared with those who need to know.

Within phases staff have responsibility for effective organisation of hygiene resources in care rooms. Staff always wear protective gloves and aprons during intimate care routines, and disinfect changing beds after use. Pupils provide their own intimate care hygienic materials. Apparatus may need to be provided for pupils who need special arrangements following assessment from a physiotherapist/occupational therapist as required.

Staff will be responsive to any apprehensions, discomfort or disapproval shown by a pupil. Photographs, symbols and words will be used as a communication tool with pupils who require this additional support.

Staff will work in partnership with parents to ensure consistency of approach. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation. Parents read, agree, sign and review their child's intimate care plan on an annual basis. Provision may be amended in the light of individual needs, but we promote each person's right to equality of opportunity in all aspects of school life, including the provision of intimate care.

Staff will be supported and encouraged 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. The child will be supported to achieve the highest level of autonomy possible, given their age and abilities.

At Wyre Forest School we believe there is positive value in male and female staff being involved in intimate tasks. All designated staff are DBS checked. Where cultural or family reasons make a carer of the opposite sex unacceptable this must be respected.

The Equality Act 2010 is clear that children should be protected from discrimination, and so a child who has soiled should be changed and enabled to return to the classroom as soon as possible to resume learning. Designated staff have been advised on appointment and induction of the school's duties under the Equality Act 2010.

There will be a high awareness of child protection issues where intimate care is provided. Wyre

Forest School follows the procedures set out by the Worcestershire Safeguarding Children's Board, and take account of guidance issued by the document 'Keeping Children Safe in Education' September 2016 and DfES 'Safeguarding Children in Education.' All staff are trained in Child Protection awareness, and this training is regularly updated.

If a member of staff has any concerns about physical changes in a child's presentation, (for example marks, bruises, soreness) she/he will immediately report concerns to the designated person for child protection (Mrs R Garratt, Mrs S Evans, Mrs A Hopkins or Mr T Matthews (Russell House)).

### **Checklist for the use of physical contact in work with people who have SEND and/or learning difficulties:**

1. Know why you do it.
2. Have consent from the person/parent.
3. Be prepared to discuss and explain your practices.
4. Document – acknowledge it in planning, the curriculum and in policy.
5. Document – use health care plans, intimate care plans, IBPs, etc. to explain usage.
6. Work as a team with your colleagues and the person involved.
7. Use of physical contact should be openly discussed.
8. Have others present where practically possible.

The monitoring of this policy and its application will be reviewed annually by:  
*Headteacher and Governors - Mrs A Hopkins, Assistant Headteacher, 16 February 2017*

# Wyre Forest School

## Intimate Care Plan - Toileting

Name of learner:	Date plan produced:
Target: To co-operate with personal care routine.	
Does the learner indicate that they require the toilet? <span style="float: right;">Yes/ <b>No</b></span>	
What support is required?	
What is the toileting procedure for this learner?	
<p><b>REMEMBER – GOLDEN RULES OF PERSONAL CARE – TOILETTING</b></p> <p>Ensure gloves, apron, pad and wipes are all accessible at all times and worn.          Communicate with the learner and inform them of the process as you complete the personal care, particularly in areas where there is body contact, e.g. the use of wipes, etc.          Give the learner lots of positive praise throughout the process.          If pupil is changed while standing, apply the pad from the back so the learner is not full frontal to you and, as much as possible, encourage the learner to help themselves with the care process.          Once clean, place the large part of the pad at the back and the small part at the front.          Soiled pads and wipes should be double bagged and placed in bin provided.          When personal care is finished then staff need to ensure changing bed/area is clean and sanitised appropriately.          Staff remove and dispose of gloves and wash hands following hand washing routine.          On school trips or in unfamiliar areas, normal anxieties are to be expected so please make learners aware of where the toilet facilities are (where possible pre-visit for SEV's to check out toileting provision).</p>	
<p><b><u>IF THERE ARE ANY IRREGULARITIES PLEASE NOTIFY THE LEAD MEMBER OF STAFF ASAP.</u></b></p>	
Signed: _____ (Teacher)	
Signed: _____ (Parent)	
Signed: _____ (TA)	
Signed: _____ (TA)	
Signed: _____ (TA)	