LDBS Academies Trust

LDBS Academies Trust
&
LDBS Academies Trust 2
Intimate Care Policy

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SIGNED HEADTEACHER	Lisa Miles	DATE	07/07/2025
SIGNED CHAIR OF THE LOCAL ACADEMY COMMITTEE	Jenette Charles	DATE	07/07/2025

Vision Statement

Grounded in faith, growing beyond expectations, serving with love

At LDBS Academies Trust, our vision is inspired by the parable of The Mustard Seed (Matthew 13: 31-32). Every school within our Trust, like the mustard seed, holds the potential to grow beyond expectations. Through careful nurture and high aspirations, we create the right environment for this growth. Just as the mustard seed in the parable becomes a thriving tree where birds perch in the branches, so too will our schools be broad and inclusive places of blessing and belonging, in which pupils and adults alike can flourish.

Grounded in faith, inspired by hope and walking in love, we work together to broaden our horizons, to equip one another for action and to empower all for service. As we grow beyond expectations, we bring the transforming presence of the kingdom of God into our communities.

In our school we demonstrate how we support this vision through our values which are justice, trust, humility, reverence, peace, thankfulness, endurance, wisdom, creation, service, koinonia, friendship, forgiveness, compassion and hope, and summed up in the following statement *"We aim to provide a caring, stable and intellectually stimulating environment where all children are valued, nurtured and empowered to develop their individual potential, flourish in their learning, and contribute positively to their community through our Christian values."*

We live out our values and vision through our key policies e.g. The behaviour policy is supported through the values described in the rewards and sanctions section of the policy demonstrating the importance of dignity and forgiveness.

The school admissions policy decided by the Local Academy Committee shows our inclusivity and the importance we place on service to our local community.

The breadth of the curriculum and the creative projects which we enjoy are key to providing opportunities for children to experience life in 'all its fullness', so that alongside learning and wisdom they also experience joy and delight in learning.

Care for the individual and their needs is crucial and the school's policies regarding inclusion and SEND are constant reminders that each of us is known to God and our names are 'inscribed on the palms of His hands'.

The HR policies are common in all Trust schools and are created to ensure that individuals are treated fairly and with dignity. All HR policies have been scrutinised by the various unions to ensure that they contain acceptable procedures.

Contents

1. Principles 4
2. Definitions 5
3. Child focused principles of intimate care 5
4. Best Practice Guidance 5
4.1. Assisting a child to change their clothes 5
4.2. Changing a child who has soiled themselves 6
4.3. Pupils who require regular assistance 6
4.4. Medical procedures 7
4.5. Physiotherapy 7
5. Staff with responsibility for administering intimate care 7
6. Child Protection 8

1. Principles

The LDBS Academies Trust and the LDBS Academies Trust 2 (herein referred to as the 'Trust') undertakes to act in accordance with the Education Act and the Keeping Children Safe in Education guidance to safeguard and promote the welfare of the pupils at all of its schools. The Trust recognises that meeting a pupil's intimate care needs is one aspect of safeguarding.

This Policy has been developed to safeguard children and staff. It applies to everyone involved in the intimate care of the pupils at the Trust's schools.

This Policy should be read in conjunction with:

- Keeping Children Safe in Education Policy;
- The Staff Code of Conduct;
- The Whistle-Blowing Policy;
- Health & Safety Policy; and
- Special Educational Needs & Disability Policy.

The Trust is committed to ensuring that all staff responsible for intimate care will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust. All staff responsible for intimate care will be given appropriate training. The Trust pledges to work in a close partnership with parents / carers and other professionals to share information and provide continuity of care.

The Trust recognises and promotes that all pupils must be treated with respect and dignity when intimate care is given. The child's welfare is of paramount important and their experience of intimate and personal care should be a positive one. It is essential that every pupil is treated as an individual and that care is given gently and sensitively.

All Education and Healthcare Plans ('EHCPs') should take into account the principles and best practice guidance contained in this Policy. Where an EHCP or any other form of special care plan is NOT in place, the parents / carers will be informed the same day if their child has needed help with meeting intimate care needs. It is recommended that information on intimate care should be treated as confidential and communicated in person, by telephone, or by a sealed letter.

Accurate records should be kept when a child requires assistance with intimate care. These should include, at a minimum, the date, time, people present and a space for the staff member to write their comments (i.e. any changes in the child's behaviour). The record shall be kept

within the child's file at the school and would be available for inspection to the parents / carers upon receipt of a written request.

2. Definitions

Intimate care – Intimate care can be defined as any care which involves washing, touching, or carrying out a procedure to intimate personal areas which most pupils usually carry out themselves, but some pupils are unable to do so because of their young age or special educational needs or disabilities. Intimate care also involves the supervision of pupils involved in intimate self-care.

3. Child focused principles of intimate care

The following are the fundamental principles upon which this Policy is based:

Every child has the right to be safe.
Every child has the right to personal privacy.
Every child has the right to be valued as an individual.
Every child has the right to be treated with dignity and respect.
Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
Every child has the right to express their views on their own intimate care and to have such views taken into account.
Every child has the right to have levels of intimate care that are as consistent as possible.

• Best Practice Guidance

4.1. Assisting a child to change their clothes

On occasions an individual child may require some assistance with changing their clothes. Staff will always encourage children to attempt undressing and dressing unaided. However, if assistance is required, it will be given.

Staff will always ensure that they have a colleague nearby when supporting dressing / undressing and will give the child the opportunity to change in private. If a staff is concerned in any way that the child has become distressed, then the staff will contact the parents / carers of the child to come to the school to assist.

4.2. Changing a child who has soiled themselves

If a child soils themselves in a school, a professional judgement has to be made as to whether it is appropriate to change the child in school or request the parents / carers to collect the child for changing. In either circumstance, the child's needs are paramount, and they should be comforted and reassured.

The following guidelines outline the Trust's usual procedures, but the Trust will also seek to make age-appropriate and individual responses where required.

The child will be given the opportunity to clean themselves and change their underwear in private. The Trust's schools will have a supply of wipes and clean underwear.

If a child is not able to complete this task, the staff will attempt to contact the parents / carers to inform them of the situation and ask them to come to the school to support their child's changing.

If the parents / carers are able to come to the school within an appropriate time, the child will be accompanied and supported by staff members until they arrive. This avoids any further distress and preserves dignity.

If the parents / carers are unable to attend, the decision will be taken on the basis of *loco-parentis* and the Trust's duty of care to meet the needs of the child. The member of staff completing the care should advise another member of staff that they are changing the child.

4.3. Pupils who require regular assistance

Pupils who require regular assistance with intimate care must have written EHCPs or a special care plan agreed by staff, parents / carers, and any other related professional actively involved in delivering care to the pupil, such as a medical professional or the school nurse.

The plan will be agreed at a meeting at which all key staff and the pupil will be present (if appropriate / possible). Any historical concerns (such as past cases of abuse) should be taken into account.

The plan will be reviewed regularly, at least annually, and at any time of change of circumstances (i.e. residential trips or designated staff member changes). The plan will also take into account procedures for educational visits / day trips.

4.4. Medical procedures

Pupils who are disabled might require assistance with invasive or non-invasive medical procedures. These procedures will be discussed in advance with the parents / carers and documented within the special care plan or the EHCP and will only be carried out by staff who have received adequate training.

It is particularly important that the trained staff follow appropriate infection control guidelines and ensure that any medical items are disposed of correctly.

A written record will be kept in a format agreed by the parents / carers and the school staff every time a child undergoes an invasive or non-invasive medical procedure.

Any member of staff who administers first aid must be appropriately trained. If a child needs to be examined to administer emergency aid, another adult will be asked to be present and due regard must be given to the child's privacy and dignity.

4.5. Physiotherapy

Pupils who require physiotherapy while at the Trust's schools should have this carried out by a trained physiotherapist. If it is agreed in the EHCP or the special care plan, that a staff member should deliver part of the physiotherapy regime, then the required techniques should be demonstrated to the staff member in question by the physiotherapist personally. Additionally, the Trust should be provided with written up to date guidance and the delivery of the technique observed by the physiotherapist. No staff employed by the Trust shall devise and carry out their own exercises or physiotherapy programmes.

5. Staff with responsibility for administering intimate care

Staff administering intimate care will have been trained in personal care according to the needs of the pupil. Staff should be fully aware of the best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate. Staff will be supported to adapt their practices in relation to the needs of the individual pupil.

Careful consideration will be given to the pupil's situation to determine who and how many carers might need to be present when they need help with intimate care. Special Educational Needs guidance suggests that the child's privacy and dignity can be further preserved by limiting staff numbers to the minimum required to administer intimate care effectively.

Staff should inform other appropriate adults if they are electing to administer intimate care by themselves. Adults who assist pupils with intimate care will be the employees of the Trust and must have met the safer recruitment guidelines. Students, volunteers, or other adults will not have permission to administer intimate care.

Health and safety guidelines must be adhered in relation to waste products and the use of yellow clinical waste bins. No member of staff will carry a mobile phone, camera, or similar device when delivering intimate care.

6. Child Protection

The Trust recognises that pupils with special educational needs and disabilities are vulnerable to all types of abuse. Furthermore, the Trust recognises that from a child protection perspective, intimate care involves risks for children and adults. Where appropriate, pupils should be taught personal safety skills matched to their level of development and understanding.

The Trust promotes best practice guidelines and encourages all staff and adults to remain vigilant at all times, to seek advice where relevant, and to take account of safe working practices. If a member of staff has any concerns about the physical changes in a pupil's presentation, they shall immediately report their concerns to the Designated Safeguarding Leader. A clear written record of the concern shall be completed, and the Trust's child protection procedures followed.

If a pupil, or any other person, makes an allegation against an adult working at the Trust, then this matter should be reported to the (Executive) Headteacher, or the Chair of the Local Academy Committee if the allegation concerns the (Executive) Headteacher), who would consult the Local Authority's Designated Officer in accordance with the Trust's policies.

Similarly, any adults who may have concerns about the conduct of a colleague in the Trust, or about any improper practice, will report this to the (Executive) Headteacher, or the Chair of the Local Academy Committee, in accordance with the Trust's Child Protection procedures and the Whistle-Blowing Policy.