



Supporting the Personal Development / Care of Young Children (Intimate Care) Policy

Introduction

At Hemingbrough Primary School we believe that all children have the right to receive personal care appropriate to their individual needs which ensures they are not precluded under The Equality Act 2010 from accessing normal school or school activities.

Definition of a disability in the Equality Act

1. You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Definition of the terms:

- 'physical impairment' includes sensory impairments;
 - 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
 - 'substantial' means 'more than minor or trivial'; and
 - 'long term' is defined as 12 months or more
2. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long term, as defined above.
The effect on normal day-to-day activities is on one or more of the following:
 - mobility;
 - manual dexterity;
 - physical co-ordination;
 - continence;
 - ability to lift, carry or otherwise move everyday objects;
 - speech, hearing or eyesight;
 - memory or ability to concentrate, learn or understand; and
 - perception of risk of physical danger

Children with continence difficulties are included within this act

Children with continence problems are a very diverse group. It is not possible to make broad generalisations about their needs, nor is it possible to distinguish clearly between the needs of children in early years' settings and those of other children in school. Each child needs to be seen as an individual. However, broadly speaking, children with continence problems can be divided into the following groups:

Late developers: The child may be developing normally, but at a slower pace

Children with some developmental delay

Children with physical disabilities: e.g. cerebral palsy, spina bifida, obvious physical impairment. Long-term continence development / management plans are likely to be needed.

Children with behavioural difficulties: Delayed toilet training may be part of more general emotional/behavioural difficulties.

Our School:

- will ensure it provides information for parents and carers about facilities, staffing arrangements and access for children with disabilities including personal care needs;
- has admission procedures which are supportive of children with personal care needs;
- will discuss arrangements for changing children's clothing with parents and carers;
- will work in partnership with parents and carers to achieve independence in their child's personal care needs and try to ensure that the child feels their needs are met in a positive way;
- will use changing sessions as a positive learning experience to encourage the child where possible to achieve independence;
- will where possible, contact parents / carers by telephone if their child has had to be changed and / or cleaned because they have soiled themselves. Children with care plans will have contacting arrangements in place;
- acknowledges that all children must be treated as individuals and takes note that other school policies and advice to parents and carers are consistent with this policy;
- will ensure that staff have access to the school's policy and guidance for supporting the personal development of young children;
- will make sure that all staff working with children are aware of and understand that they have a duty of care to safeguard and promote their welfare both legally and morally;
- notes that asking parents or carers to come and change a child is likely to be a direct contravention of the Equality Act, and leaving a child in a soiled nappy / clothing for any length of time pending the arrival of parents or carers is a form of abuse;
- will ensure that all staff have appropriate information and are adequately trained to support and undertake pupils' personal care routines (including risk assessment, health and safety training and reviews of procedure and practice)
- will allow staff who feel vulnerable when changing a child's clothing or cleaning them to ask for another adult to be present;
- will aim to ensure that staff are able to handle the children's care needs safely and with dignity, using the designated rooms / areas for changing children
- ensure a personal care plan is implemented when necessary, but not in all cases

This policy will be reviewed as part of our self-evaluation review plan or as and when a particular issue arises.

Date of Policy Adoption / Reviewed	Responsibility / Reviewed by	Revisions Made (Y/N)	Method of Communication	Date of Next Review
Adoption 2017	Dr Ruth Waters, FGB		Website	
Reviewed Apr 2019	Laura Ward			Apr 2021
Reviewed Feb 2021	Laura Ward			Feb 2023
Reviewed Feb 23	Laura Ward	Y	Website	Feb 2025
Feb 25	FGB	N	Website	Feb 27