

Catch22 Independent Schools Policy

Intimate Care Policy

Include Suffolk

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	August 2020
Date of last review:	November 24
Date of next review:	November 2025
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Education Staff

Catch 22 Independent Schools Education

Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

Evidenced in this policy?

Brilliant basics, magic moments • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development Relationships beat structures • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	
Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	

1. What is the policy about?

The Personal Care Policy has been designed in conjunction with the Safeguarding Policy to recognise that children/young people in need of personal care support are vulnerable in a specific way and to ensure that when pupils at a Catch22 school need intimate care, it is of high standard and both the pupil, and the member of staff involved are kept safe.

The purpose of this Intimate Care Policy is to:

- Define the intimate care offered by Catch22.
- Clearly outline the support that Catch22 offers children who need intimate care and how we will keep them safe.
- Outline good practice in terms of intimate care.
- Ensure that all staff are safe supporting children who need intimate care.

The policy has been designed using best practice [guidance on the key](#) and [government guidance](#)

2. Who does this policy apply to?

This policy applies to all staff including the governing body, teachers, support staff, external contractors, visitors, volunteers and other individuals who work for or provide services on behalf of Catch22 Education (collectively referred to as 'staff' in this policy) as well as children/young people and parents/carers.

3. Policy requirements

Include Suffolk recognise that all pupils are at different stages of development and have differing needs during their time in education. Most children achieve continence before starting full-time school; however, there are many pupils in educational establishments who

are not fully independent in terms of intimate self-care. We see toilet use as a self-care skill that all children/young people have the opportunity to learn with the full support and nonjudgemental regard of adults.

Catch22 aims to support all pupils to achieve a sustained positive destination; in some cases, this may involve supporting some pupils who are dependent on long-term support for personal care.

The achievement of continence can be seen as the most important single self-help skill, improving the person's quality of life, independence and self-esteem. The stigma associated with wetting and soiling oneself can cause enormous stress and embarrassment to the children and families concerned. Difficulties with continence can severely inhibit a child's inclusion in education and the community.

Children/young people with toileting problems who receive support and understanding from those who act in loco parentis are more likely to achieve their full potential. We are committed to ensuring that all pupils can access the whole curriculum and are able to be included in all aspects of school life. This includes providing suitable changes of clothing and attending to the continence needs of our pupils where necessary if a wetting or soiling accident occurs.

3.1 Meeting Pupil Needs

Any needs that a pupil may have will be dealt with sensitively and professionally in collaboration with parents/carers.

Pupils who have personal care or continence needs will be attended to in a designated area within school.

Parents will only be contacted in extreme cases where soiling is severe and/or linked to illness e.g. sickness and diarrhoea, or when a pupil refuses to change their soiled clothing.

All pupils in need of intimate care will have an Intimate Care Plan (see Appendix 1) which will outline the support they need. This written Intimate Care Plan will include:

- the name of designated supporting staff (and back-up staff).
- the designated place for changing to take place.
- the resources/equipment that will be used (such as the application of cleansing agents/cream) and clarification on who is responsible for providing those.
- the means with which products, if used, will be disposed of and how wet or soiled clothes will be kept until they can be returned to the parent/carer.
- infection control measures that are in place.
- what the staff member will do if the child is distressed by the experience or if the staff member notices marks or injuries.
- training requirements for staff.
- arrangements for trips and outings.
- review arrangements for the Intimate Care Plan.

To ensure that pupil needs are met, the Intimate Care Plan will be discussed and agreed with parents and carers and Catch22 will provide training for all staff who deliver intimate care.

3.2 Catch22 Responsibilities:

To ensure that all children and young people preserve their birth right for dignity and are treated respectfully and with care during any occasions of intimate care provision, Catch22 staff will follow the guidelines below:

- The partnership with parents/carers is vital to support the provision of intimate care.
- If a pupil requires intimate care, then the Intimate Care Plan must be agreed in advance and be signed and dated with the consent of the parent/carer.
- Catch22 staff will provide support and care as required for individual pupils if there are occasions of pupils accidentally wetting or soiling.
- Wherever reasonably possible the Catch22 intimate care provider will be the same sex as the young person.
- No mobile phone will be taken into the room when intimate care is provided.

- All staff will be given strategies to support the child if there are any instances of bullying.
- A named member of staff (and back up) will be the only member of staff who changes the child.
- If any staff are concerned about practice, they should immediately raise this concern with the Designated Safeguarding Lead or Headteacher.

4. Definitions

In loco parentis - "in the place of a parent" refers to the legal responsibility of a person or organization to take on some of the functions and responsibilities of a parent.

5. Related policies

- Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Allegations of Abuse against staff

6. Appendices

Appendix 1 – Intimate Care Plan

Name of child:	
Name of person(s) to support the child:	
Name of person(s) to support the child if main adult unavailable:	
Where support will take place:	
Resources and equipment that will be used:	
Where the supporting adult will get the resources and equipment that will be used:	
Training requirements for staff:	
Disposal procedure:	
Infection control measures:	
Special arrangements for trips/ outings:	
Date the plan be reviewed:	
Review comments: If the child is unduly distressed, a member of staff will contact the parent/carer. *If the above-named member of staff is not available due to illness or staff training, then another person, familiar to the child will attend to the child's needs.	

SEND/CO/ Assistant Headteacher SEND/CO approval:	Date:
Parent/Carer name:	Date:
School Headteacher:	Date:

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Intimate Care Policy
EIA completed by:	Executive Principal
Date of assessment:	November 2020
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIAs under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.

Pregnancy and maternity (in work this is linked to maternity leave, nonwork this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
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following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

N/A

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