



Guidelines for personal and intimate care

It is essential that any student receiving a service has their expenses covered. intimate and personal care needs with a high standard of quality. All the Staff and caregivers involved in intimate and personal care should ensure that the student receives the appropriate attention to his or her needs, whether whatever they may be. It is the responsibility of all staff and caregivers to adhere to this procedure; they have a duty to strive for high levels of care staff and personnel for each student receiving a service.

All staff and carers must have DBS approval

**Enhanced (update every 3 years if there are no service interruptions)
before having any contact with young people on behalf of the school.**

The objectives of this policy are:

- To safeguard the dignity, rights and well-being of students
- To ensure that students are treated sensitively and in a appropriate manner when experiencing intimate personal attention.
- Provide guidance and reassurance to staff.
- Ensure that parents/carers and students, when appropriate, participate in planning for the intimate care of students and trust that their concerns and individual student needs are taken into account.
- To reassure parents that staff and caregivers are knowledgeable about intimate care.

The views of parents and those with parental responsibility should be sought and heard regarding every aspect of the student's personal and intimate care.



What is meant by Personal and Intimate Care?

There is a clear difference between personal care and intimate care. The tasks

Personal care is primarily related to social functioning

independent and presentation. These include activities such as brushing

teeth, combing hair, etc. Intimate care tasks are essentially

physical nature and focus on basic bodily functions or those that can

involve intimate contact. These include helping a student eat, using the

bathing, dressing, and changing sanitary pads or clothing.



The service seeks to support each student's independence to the extent possible and safe.

However, assistance may be required on occasion. This procedure has been developed to protect students and staff.

Students with disabilities are especially vulnerable, and staff and

Caregivers involved in their personal and intimate care must be sensitive to their individual needs. Protection training alerts staff and

caregivers about the fact that some abusers may try to use the intimate care as an opportunity to abuse students. It is also

It is important to note that some care tasks (such as helping with bathroom) can be misinterpreted. Adhere to these good practice guidelines practices will protect both students and staff and caregivers.

These guidelines also support the core values of privacy, dignity, rights, personal fulfillment, choice and independence.

Good practices in personal and intimate care

The following points highlight the principles that should guide all personal and intimate care practices:

- Get to know the student before working with him.
- Be aware of any cultural or religious sensitivities related to intimate care.
- Talk to the student by name and make sure they know what intimate care should be provided.
- Address the student in an age-appropriate manner.
- Agree on the terminology for body parts and body functions that will be used by everyone
- Respect the student's preference for a particular sequence of attention
- Give clear directions in an appropriate manner to allow students to students anticipate and prepare for events.
- Encourage students to do as much as they can on their own.
- Always seek the student's permission to complete a task.
- Provide facilities that allow time, dignity and privacy.
- Maintain records as needed



Intimate care

Intimate care is defined as any activity that is required to meet a student's personal needs on a regular basis or during a single incident.



Achieving best practices

The management of all students with intimate care needs must be carefully planned:

- The wellness/care plan must identify the student's health care needs.

In all cases, the family must fully participate and agree to the plan, and must sign the care guidelines (and any management plans derived from risk assessments). It is also essential that the student participate fully in the development of these guidelines.

Staff and caregivers providing intimate care must be fully instructed in the needs of each student, trained regularly in protection, movement and handling if necessary, and be aware of best practices.

The staff/caregiver who performs intimate care tasks has the clear responsibility to maintain a high level of hygiene and must take appropriate measures to ensure health, safety and hygiene. For example, Wounds or sores should be covered with waterproof adhesive dressings, perform thorough hand washing, disposable gloves should be worn when necessary and the equipment used for medical procedures must be clean, sterilized and in good working order.

Individual intimate care plans must be developed for each student, as appropriate to their circumstances. Each student's situation must be carefully considered to determine how many caregivers might be needed when a student uses the restroom. Intimate care plans will be discussed regularly with parents/guardians, and their needs and wishes must be taken into account. If circumstances arise in which the family's or student's wishes are deemed inappropriate, negatively affect the student, or put the student, staff, or caregivers at risk, this must be fully discussed with the family and reported up the line of command. In all cases, the well-being and protection of the student will be paramount.



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Involve the student in his or her personal care

By introducing the person/caregiver to the student and developing a relationship, we seek to promote the student's independence as much as possible in his/her Personal care. If the student is totally dependent, you should talk to him or her about the measures that will be taken and, whenever possible, offer options. Be alert if a student seems uncomfortable with support and ensure that supervisors/line managers are informed.

Treat each student as an individual

Don't make assumptions about how things are handled with a student. Every family has its own way of acting, its own names for body parts, etc. Cultural, ethnic and religious differences can influence what is or is not appropriate. Ask the student and respect his or her wishes, unless this puts you at risk their well-being or safety.

Treat every student with dignity and respect and ensure privacy appropriate to the age and situation of the student.

Much of the care is done by a student. single staff member/caregiver with a The practice of providing personalized attention to one person is supported student, unless the activity requires two people for greater comfort and safety of the student or if the student prefers.

Ensure that intimate care practice is protected by minimal staff intervention

Since a student may have multiple caregivers, a consistent approach to care. Effective communication between parents, caregivers and agencies ensures consistency in practice.

Be aware of your own limitations

Only perform care activities that you understand and feel competent to do. and confidently perform. If in doubt, ask. Some procedures should only be performed by personnel with formal training and evaluation, for example, the administration of rectal diazepam.



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Promote positive self-esteem and body image

Confident and secure students who feel that their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey many messages to a student about the value of their body. Your attitude toward the intimate care of a student is important. Considering the age of the student, routine care can be relaxed, pleasant and fun.

If you have any concerns you should report them.

If you notice any unusual marks, discoloration, or swelling, including in the genital area, immediately inform your supervisor or designee. If, during intimate care of a student, you accidentally injure the student, or if the student seems sexually aroused by your actions, misinterprets something, reassure the student, ensure their safety, and report the incident immediately to your supervisor or designee. Report and record any unusual emotional or behavioral reactions from the student. Concerns should be recorded in writing and entered into the student's personnel file. It is important to follow the school's reporting and recording procedures. Parents or guardians should be informed of any concerns.

Working with students of the opposite sex

The involvement of both male and female staff with students is positive. Ideally, each student should be able to choose a caregiver to all your intimate care. The safety, dignity and privacy of each student are of utmost importance. The practical guidelines presented to The following are written taking into account the current staff ratio female and male in all social care centers for students with disability makes it difficult to offer the option of a same-sex caregiver to children male students.



Male and female staff/carers may engage with students of either sex in:

- Key work and liaison with families
- Coordination and contribution to a student's review
- Meet the student's developmental, emotional, and recreational needs.
- Accompany students between sites, on field trips and to clinics, unless intimate care is needed.



Intimate care

Whenever possible, students, both male and female, should be offered women, the possibility of choosing a caregiver (and a second caregiver if necessary) necessary). In case of doubt about a student's ability to take a informed decision on these issues, their parents are usually the best ones can defend them. It is possible to determine a student's wishes observing her reactions to the intimate attention she receives. It should not be taken for granted granted that a student cannot choose.

If there are any concerns about the suitability of the caregiver chosen by the student's family, these should be shared and discussed with the service manager, who should make appropriate decisions before physical care is provided. These discussions and decisions should be recorded in the student's file.

Intimate care for male and female students may be provided by a staff member/caregiver of the opposite sex with the following provisions:

- The provision of intimate care by approved and competent staff/caregivers will be governed by expected professional conduct, in conjunction with agency policies and procedures.
- During intimate care, all students have the right to dignity and privacy; this means they must be adequately covered, with the door closed or with screens or curtains. Specific religious or cultural requirements must be respected, and specialized accommodations and measures may be required.
- If the student appears distressed or uncomfortable while performing personal care tasks, they should be discontinued immediately. Try to determine the reason for their distress and reassure them. Report your concerns to your designated supervisor and record them in writing.



Communication

It is the responsibility of all staff and caregivers who care for a student make sure you know their methods and levels of communication (both receptive and expressive). Students communicate through different methods, such as words, signs, symbols, body movements and gestures eyepieces.



To promote communication:

- Find out how the student communicates. This information can be found in the student's placement plan or on the caregiver information form. If you have any questions, consult with the social worker, caseworker, or family member.
- Establish eye contact at the student's level.
- If the student understands the language, use simple language and repeat if necessary.

Speak in a soft, even, and confident tone.

- Wait for a response
- Continue explaining to the student what is happening even if there is no response (unless it is clear that talking to the student is causing distress)
- Treat the student as an individual with dignity and respect.

Responsibilities of Management, Staff, and Caregivers Performing Care Tasks

It is the responsibility of management:

- To ensure that staff and caregivers receive ongoing training that meets health and safety standards, such as hygiene procedures, manual handling, awareness of medical conditions and associated first aid/protection procedures, and other aspects of intimate care.
- Maintain a record of the training carried out by staff and caregivers and ensure that refresher and retraining is provided where necessary.
- To ensure that staff are fully informed about individual personal care protocols for the students they support.

It is the responsibility of staff and caregivers who perform care tasks:

- Familiarize yourself with the College's procedure for managing personal and intimate care.
- Comply with health, safety and care policies and procedures intimate staff and should report any health and safety concerns to management within their establishment.
- That designated staff/caregivers will communicate with parents/caregivers and other appropriate services regarding the development and implementation of the agreed intimate care protocol.



- These designated personnel will communicate with other professionals on specific aspects of the intimate care (e.g., the university nurse) and their advice will be included in the student's individual intimate care protocol.

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- To understand the needs of students from different racial and cultural backgrounds, specialized counseling is provided when necessary.

Safeguard

Internal Protection Procedures and Procedures for Multi-Agency Protection. All students must receive training in personal safety skills, tailored to your level of ability, development and understanding. If a staff member or carer has any concerns about physical changes in a student's presentation, for example, marks, bruises, muscle pain, etc., you must immediately inform the Protection Officer on duty. If a student feels distressed or dissatisfied with the care of a member of the particular staff or carer, the matter will be investigated and the results. Staff schedules, accommodation options, or breaks shorts should be modified until the problems are resolved, so that the student needs remain the priority.

If necessary, additional advice should be sought from external agencies. If a student makes a complaint against a staff member or tutor, must follow all protection procedures.

Working with families

Collaboration with parents is a fundamental principle in any environment, especially in the case of students who require intimate care. Great part of the information needed to make the intimate care process as effective as possible most comfortable possible is available through parents, including the knowledge and understanding of any religious or cultural sensitivities.



Prior parental consent must be obtained before performing intimate care procedures. Parents should be encouraged and empowered to collaborate with staff/caregivers to ensure that they are identified, understand and meet the student's needs. This will include the participation in care plans and any other plans that include support for intimate care, where appropriate. It is essential to exchange information with parents through personal contact, telephone or correspondence.