



## *Mission Statement*

We accept all pupils **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring and safe**.

Our goal is to develop our pupils to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

## *Rights Respecting Schools*

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has achieved the Bronze Award and is recognised as a Rights Committed School

This policy is written with reference to

**Article 3** (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children

**Article 12** (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 19 Children** have the right to be protected from being hurt and mistreated, physically or mentally.

**Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life

**Article 36** (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

## *1 Introduction*

These guidelines aim to protect children at Stone Bay and by observing good working practices also prevents staff from being put in any situation where a student or another adult could misconstrue anything they have done in the course of their duty.

Intimate care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Some of our children are either incontinent or unable to carry out personal care appropriately after using the toilet. We employ both male and female members of staff who may support your child with this. We understand that this can be a very sensitive issue supporting girls with personal care.

Pupils and adults may require help with eating, drinking, washing, dressing and toileting. Help may also be required with the administration of rectal medication.

## *2 Privacy, Dignity and safeguarding*

Student's privacy and dignity are of paramount importance and as far as possible staff should allow pupils to attend to themselves when bathing or dressing. Student must be encouraged to obtain independence, however the level of support needed by a child as indicated in their care plan may be to such an extent that staff have to dress/undress or bathe an individual; in these cases, the following guidelines should be observed.

- 2.1 When dressing/undressing a student, staff should ensure that they have informed another member of staff of their intentions prior to assisting.
- 2.2 Within Stone Bay School, staff should respect pupils by changing them in their own bedrooms or approved changing rooms, not in communal areas.
- 2.3 Although privacy is an important issue in intimate care, to protect the student being attended to and also the member of staff, the bedroom/bathroom door should be left ajar and another member of staff should place themselves within the vicinity so that they can hear and check what is taking place. Each residential area should ensure they have a stock of door wedges to hand; as some doors are unable to be left ajar due to automatic closures.
- 2.4 Involve the student as much as possible in their own intimate care, staff should try to avoid doing things for a child that they can do alone, and if a student is able to help, ensure that they are encouraged to do so. This is as important for the tasks such as

removing clothes as it is for washing intimate parts of the body, support pupils in doing all they can for themselves. If a student is dependent upon an adult, staff must talk with him/her about what they are doing to give choices wherever possible.

- 2.5 If a student requires help to use the toilet, the member of staff assisting should not enter the room and close the door but leave the door ajar and position themselves so as to obscure the student from general view. Wherever possible, if a student needs help with intimate care arrangements for another member of staff to be present should be made. Where this is impractical another member of staff should be informed.
- 2.6 Be responsive to a student's reactions, it is important that staff check their practice by asking the child (where appropriate) 'Is it O.K. to do it this way?' 'Can you wash here?', e.g. 'how does mum do that?' If a child expresses dislike of a certain person carrying out his or her intimate care, staff should try and find out why, conversely, if a student dislikes a certain member of staff for any reason, the line manager should be made aware of this.
- 2.7 Staff should make sure that practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring that staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion but it is important that approaches to intimate care are not markedly different between individuals. Staff should be familiar with each Individual Education and Care plan.
- 2.8 Have knowledge of and respect any cultural or religious sensitivities related to aspects of intimate care. Ensure that all intimate care procedures have been agreed by parents/guardians and that everyone concerned understands what level of intimate care is required. This is being met through the school's health care plans and individual student care plans
- 2.9 Never do something unless you know how to do it, if you are not sure how to do something then ask. If you need to be shown more than once then ask again. Certain intimate care or treatment procedures such as rectal examinations must only be carried out by nursing or medical staff. In almost every other circumstance, excluding emergencies, procedures such as the administration of rectal diazepam or suppositories should only be carried out by staff that have been fully trained to do so; as documented in the schools supporting pupils with medical needs policy.
- 2.10 If a member of staff is concerned that during the intimate care of a child:  
The student seems sore or unusually tender in the genital area  
The student seems to be sexually aroused by your actions  
The student misunderstands or misinterprets something

The student has a very emotional reaction without apparent cause

(Sudden shouting or crying)

They must report any such incident at the earliest possible opportunity to their Line Manager; and complete the relevant written logs.

- 2.11 Any member of staff who is performing personal care tasks to student must not have their mobile phone on their person at this time. Mobile devices must be locked away in one of the lockers provided by the school.

### **3 General care**

- 3.1 Always treat the pupils in your care with respect, if you need to enter a student's bedroom always knock before entering. In order to promote independence, where appropriate encourage the pupils to respect their own and others privacy by shutting toilet and bathroom doors etc.
- 3.2 Allow a student if able, time to dress/undress in their rooms before entering.
- 3.3 Encourage the pupils to be aware of their appearance e.g. zip fly done up, dressing gowns worn and tied when in night clothes, or any circumstance where the pupils are unwittingly exposing themselves.
- 3.4 Make time to listen to pupils who may want to talk to you in confidence, find a suitable room with a glass panel door so that you can talk in private but be observed from outside. If, however this is not possible you need to ensure there is another member of staff within close proximity, to offer support should this be required.
- 3.5 Staff should work in pairs, and should avoid situations where they are left alone with a child for any length of time.
- 3.6 **Physiotherapy:** Any individual who requires physiotherapy whilst at school will have this carried out by a trained physiotherapist. In the event it has been agreed in the IEP/ Care plan that a member of staff may undertake part of the physiotherapy regime (such as assisting with exercises) the required technique must be demonstrated by the physiotherapist, written guidance given and updated regularly. Staff are to be observed to check they are using the correct technique. Under no circumstances should staff carry out own exercises or physiotherapy programme. Any concerns regarding the regime or any equipment failure must be reported straight away.

## 4 Off site/leisure

Pupils at Stone Bay School are encouraged to take part in many off-site and leisure activities which involve contact with the general public, the over friendly nature of some of our pupils can make them particularly vulnerable when out in the community. Staff who accompanies pupils on off-site activities must be aware of the inherent dangers involved and observe the following: -

- 4.1 **Swimming:** Pupils should be monitored at all times in changing areas and should not be allowed naked outside of the changing cubicles, staff should be aware that many of our pupils are not aware of the need for privacy in public places, thus a staff presence is required at all times. Staff that need to shower after a swimming session should use separate showering facilities or use the showers after the pupils have been attended to and are out of the shower area.
- 4.2 When staff are accompanying pupils off-site they must be familiar with individual student's well-being plan. Pupils who are known to be problematic in the community will be nominated specific members of staff to care for them for the duration of the trip. It is the responsibility of all staff when on off-site activities to be aware of the number of pupils they are accompanying and periodically check that numbers tally. Groups should not sub-divide off-site unless it has been agreed by the senior in charge prior to departure.
- 4.3 Pupils should not be taken to members of staff's homes.
- 4.4 Pupils should be encouraged to act appropriately when meeting members of the public, no over friendly embraces etc.
- 4.5 From time to time staff are required to accompany pupils to a variety of out of school appointments, e.g. doctor, dentist, clinic. These appointments may require a single escort in which case a taxi should be arranged to transport to and from the destination. Where staff have their own transport or use of the school minibus, they should always have another member of staff accompanying them.
- 4.6 **Aromatherapy:** Aromatherapy massage is commonly used with individuals who have complex needs in order to develop sensory awareness, tolerance to touch and means of relaxation.  
All pupils require a consent form signed by parents/carers.  
All staff who are undertaking aromatherapy massage for pupils must be trained, showing an appropriate level of competence.

Any massage undertaken by staff should be confined to parts of the body such as hands, feet, face, lower arms and lower legs.

Appropriate clothing to be worn i.e. shorts and t-shirts by the pupils who are receiving the massage.

Staff are to follow safeguarding procedure and notify other staff what they are doing, where they are doing the massage and who with.

Pupils with disabilities have been shown to be particularly vulnerable to abuse. It is essential that all staff are familiar with the school's child protection policy and procedures, with agreed procedures within this policy and with the child's own care plan.

It is impossible to predict and supply guidelines for all situations that staff may find themselves in, for the most part there is no substitute for a sound, professional, common sense approach to the difficult work we do. If staff are in any doubt they can seek advice from a member of the senior leadership team.

Staff must be aware that they can become as vulnerable as our pupils in certain situations, the greatest protection they have is the vigilance of the people they have working alongside them.

By observing the above guidelines and if in any doubt asking a senior member of staff, staff and pupils should be able to work and live in a safe, enjoyable environment.

### *Safeguarding, Equality and Equal Opportunities Statement*

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all pupils and staff from all social, cultural and economic backgrounds. The school will ensure that no student or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

Stone Bay School aims to;

- Foster good relationships and create effective partnerships with all sections of the community
- Ensure that the school's service delivery, commissioning and employment practices will not discriminate unlawfully, either directly or indirectly
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued and celebrated

All aspects of Safeguarding will be embedded into school life and will remain the responsibility of all members of our school community.