



# Coláiste Cois Siúire Intimate Care Policy



**kcetb**

Bord Oideachais agus Oiliúna  
Chill Chainnigh agus Cheatharlach  
*Kilkenny and Carlow  
Education and Training Board*



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## **Introduction, Vision, Mission, Overarching Aim.**

### *Introduction:*

Coláiste Cois Siúire is a co-educational, multi-denominational post-primary school. CCS is one of thirteen post-primary schools under the patronage of Kilkenny and Carlow Education & Training Board (KCETB).

KCETB schools are state, co-educational, multi-denominational schools underpinned by the core values of:

- Excellence in Education;
- Care;
- Equality;
- Community and
- Respect.



As the state provider of education, the ETB sector defines a ‘multi-denominational’ school in the following way:

In ETB schools, all students are given equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our schools strive to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school communities are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of minority communities, sexual orientation, ability or socio-economic status.

Our schools provide a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. They strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our schools promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values.

In ETB schools, students of all religions and beliefs are treated equally. The school environment and activities do not privilege any particular group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.



## 1. Definition of Intimate Care

Intimate care is defined as “care tasks associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the sexual parts of the body”. In addition to this, intimate care may also include tasks such as: help with feeding, oral care and hair care.

*Guidance for Designated Centres, Intimate Care, HIQA 2014*

Table 1: Examples of intimate care tasks

	<b>Intimate Care Task</b>
1.	Help with eating
2.	Oral Care
3.	Hair Care
4.	Dressing and undressing
5.	Assistance with toileting
6.	Menstrual care
7.	Changing soiled continence pads
8.	Catheter or stoma care
9.	Prompting to go to bathroom
10	Supervision of an student involved in intimate care
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## 2. The Key Principles of Intimate Care in our School

It is essential that every student with a disability is treated as an individual when intimate care is being provided and that appropriate time is taken for intimate care. It should be provided as gently and sensitively as possible, while respecting their privacy and dignity at all times.

There are some basic principles to be borne in mind when providing intimate care:

- Students should give their consent prior to the provision of intimate care.
- Students have a right to feel safe and secure.
- All students have the right to personal privacy.
- All students receiving intimate care should be respected and valued as students. Students should be listened to and their views taken into account. They should be treated courteously at all times and know who is looking after them.
- Students have a right to be treated with dignity and respect and a professional approach from staff when meeting their needs.
- Students have the right to information and support to enable them to make appropriate choices.
- All students have the right to be involved and consulted in their own intimate care to the best of their abilities.
- Students have the right to be accepted for who they are, without regard to age, gender, ability, race, culture or beliefs.
- All students have the right to express their views on their own intimate care and to have such views taken into account.
- Students have the right to know how to complain and have their complaint dealt with.
- A student's student care plan should be designed to lead to independence.

## 3. Child Protection

People with disabilities and older people can be particularly vulnerable to abuse. The protection of people with disabilities is paramount. It is essential that all staff are familiar with intimate care policies and procedures and national guidance including Child Protection Procedures for Primary and Post-Primary Schools 2017.



The following are factors that increase the vulnerability of a student with a disability:

- they may have less control over their lives than is normal
- they may often not recognise abuse
- they may have multiple carers
- differences in appearance may be attributed to an student's disability or medical condition rather than to abuse
- they may not always be able to communicate what is happening to them.

Intimate care may involve touching intimate parts of a student's body and may leave staff vulnerable to accusations of abuse. It is unrealistic to eliminate all risk but this vulnerability places an important responsibility on staff to act in accordance with agreed policies and procedures.

#### 4. Planning

Where possible arrangements for intimate care should be informed by parents' and students' experiences of how this process can be made comfortable and appropriate for the student in plans for the provision of intimate care will be recorded in the student's Student Support Plan to ensure clarity of expectations, roles and responsibilities. Records should also reflect arrangements for ongoing monitoring and review of intimate care plans.

Some procedures may require two members of staff for health and safety reasons, for example, manual handling. This should be clearly stated in the student's individual plan.

#### 5. SNA Role and Responsibilities

The following was drawn up by senior management in accordance with all circulars issued by the DES + documentation issued by the CPSMA.

##### *Supervision:*

Part of the contractual duties of SNAs, is to assist teachers in the supervision of students during assembly, recreational and dispersal periods.

As per Circular letter PPT 01/03 the SNA will assist in supervision duty.

##### *Attendance Patterns:*

SNA is expected to work max 32 hours per week and part-time max 27 hours. SNAs are required to be available for a number of days at the start and finish of each school term. These days, 12 in total, may be combined at the discretion of the B.O.M. Specific dates will be relayed to SNA team by Principal/Deputy Principal. SNAs will be consulted re these arrangements, however, ultimate decision, is remit of B.O.M.

SNAs will be present 30 minutes before the official school opening time for supervision and/or specific duties, as per remit of positions. This policy comes into practice on and will be reviewed at B.O.M. meeting at the start of each school year.

SNAs will attend Coláiste Cois Siúire on days where there is staff in-house / external in-service. Non-attendance on these days will be recorded on Department of Education & Skills Returns. All non-attendance of SNAs is recorded OLCS, DES - NTS.



*Training and Development:*

The SNA will co-operate with programmes of implementation of change and workplace training.

Opportunity to read circulated post will be afforded to all SNAs. Relevant copies of circulars from DES will be given to SNAs when received in post/per e-mail. The SNA will be informed on all in-service relevant to their position. Information will be disseminated on the staffroom notice board and via Principal.

The SNA will co-operate with School Development Planning, where appropriate.

At beginning of each school year – an “SNA Pack” is prepared and given to each SNA including school calendar, posts of responsibilities, break schedules, etc.

**The role and responsibilities of the SNA in Coláiste Cois Siúire are as follows:**

- To foster the participation of assigned students in the social and academic processes of the school. This is achieved through supervising and assisting students with additional care needs in activities set by the teacher and promoting the inclusion of these children in work and keeping them on task. It may also include tasks such as accompanying teachers and SEN students to activities outside of the classroom, assisting students boarding and alighting from buses when required, assisting students with additional care needs in P.E and all practical classes.
- The SNA will also support/administer to the intimate care needs of students where this is necessary as per our Coláiste Cois Siúire Intimate Care Policy.
- The SNA will help supervise students with additional care needs during break times, where care needs require this. The SNA where required will support the feeding requirements of students where necessary.
- The SNA may bring any observations to the attention of either the class teacher or the Year Head.
- The SNA can also play an important part by supporting the work of other agencies and professionals such as the Speech Therapist, Physiotherapist, Behaviour Therapist and Occupational Therapists under the guidance of the SEN Co-Ordinator.
- Assistance with clothing, feeding, intimate care, toileting, general hygiene, general care and observation.
- The SNA will also assist teachers in the supervision of students during assembly, recreational and dispersal periods, walks and similar activities.
- The SNA will participate in further training.

**Classroom Procedure:**

- The SNA must be aware that the class teacher is responsible for all matters on curriculum, classroom management, discipline etc.
- Recording sheets may be required by the Principal on individual students on a case by case basis.
- Information received on students, and observations made in classrooms need to be handled sensitively, carefully and with the utmost confidentiality as per school policy.
- Parents with questions or issues about school policy or practice should be referred directly to the class teacher, Year Head, Deputy Principal, Principal or SENCO. This applies to direct face- to face communication, home/school communication or indirect telephone communication.



## Duties of Care:

### Primary Care Needs:

Assistance with feeding

Administration of medicine

Assistance with toileting and general hygiene

Assistance with mobility and orientation

Assisting teachers to provide supervision in the class, playground and school grounds

Non nursing care needs associated with specific medical conditions

Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential

Assistance with moving and lifting of children, operation of hoists and equipment

Assistance with severe communication difficulties

When performing intimate care needs the SNA will complete a daily log identifying the actions performed which are dated and timed. This will be located in a dedicated place that is easily accessible during the performing of intimate care needs

### Secondary Care Needs:

Preparation and tidying of workspaces and classrooms

Assistance with the development of Personal Pupil Plans for children with SEN – focus on developing care plan

Assist teachers in maintaining a journal of care monitoring system including details of attendance and care needs

Planning for activities and classes where there may be additional care requirements (under guidance of teacher)

Assistance with enabling a pupil to access therapy or educational programmes (under direction of qualified staff – teachers, OT, S + L)

Assistance to attend or participate in out of school activities

## 6. Positive Approaches to Intimate Care

- An Intimate Care/Toileting Plan will be devised for each student requiring support of this nature. This plan will be drawn up in consultation with all stakeholders including the student (where appropriate), the parent, school management, the SENCO & the SNA. (See Appendix A)
- Assess students to determine how much care can be carried out independently and how support can be given to improve self-care skills.
- Plan intimate care using student-centred approaches at all times.
- Address each student by their given or preferred name.
- Address each student in an age-appropriate way.
- Provide explanations of what is happening or will happen in a straightforward and reassuring way so that students are aware of the focus of the activity and know what is happening or what will happen.
- Agree terminology for parts of the body and bodily functions that will be used by staff and encourage them to use these terms consistently and appropriately.
- Encourage the student to undertake as much of the procedure for themselves as possible, including washing intimate areas and dressing/undressing.
- Respect a student's preference for a particular sequence of care.
- Be aware of, and respect, any cultural or religious sensitivities related to aspects of intimate care.
- Seek the student's permission before undressing if she is unable to do this unaided.
- Provide facilities that afford privacy and modesty.
- Keep records noting responses to intimate care and any changes in behaviour.
- Be mindful of the psychological effect that a student might experience due to relying on others





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for support with intimate tasks.

- Students have the right to expect that information about them is only shared to enable care.



## 7. Training

Staff should receive training in good working practices which comply with Health and Safety regulations such as dealing with body fluids, wearing protective clothing, manual handling/patient lifting and child protection.

Staff should also receive training in intimate care and for very specific intimate care procedures (for example, stoma care) where relevant.

Intimate care plans should be recorded in a student's individual care plan. The intimate care plan must be reviewed on a regular basis at least annually.

## 8. Facilities

- There should be sufficient space, heating and ventilation to ensure the safety and comfort of students receiving intimate care.
- There should be hot and cold running water available in all facilities. Antibacterial hand wash facilities should be available. Hand hygiene should be carried out in accordance with national guidelines.
- Items of protective clothing, such as disposable gloves and aprons should be provided. There should be no re-use of disposable gloves.
- Wet and/or soiled continence pads should be disposed of in line with national guidelines.
- The arrangements for the disposal of any contaminated waste/clinical materials should be carried out in accordance with national guidelines. Supplies of suitable cleaning materials should be available. Anti-bacterial spray should be used to clean surfaces. The latest infection control advice should be followed, for example, for clearing blood spills or for cleaning specialist equipment.
- The correct storage and fitting of continence products should be adhered to.

## 9. Grievance Procedure

- Issues of concern should be made know to the principal who will follow the standard procedure for dealing with a complaint or concern.

### Link with other policies in the school

The Special Needs Assistant Policy will link in with the following policies already in existence in the school:

- *Health & Safety Statement*
- *Child Protection*
- *Special Educational Needs Policy*
- *Special Needs Assistant Policy*

Signed:  
Chairperson

Date: 2 September 2024

Signed:  
Principal

Date: 2 September 2024

Date of Next Review: June 2025



## Appendix A

### INTIMATE CARE / TOILETING PLAN

<b>Student's Name</b>	
<b>Date of Birth</b>	
<b>Student's Year Group</b>	
<b>Relevant Staff</b>	

<b>Specific Care Needs</b>	
Nature of Care Needs	
Child's Current Level of Ability	
Timeline & skills which need to be taught:	Timeline & procedures for teaching new skills
<b>Procedures for Care</b>	
Times and frequency each day when care is required	
Staff to be involved in this care	
Provisions for when named staff members are absent	
Equipment required for this care	
Procedures for using this equipment	
Additional materials / resources needed	



<b>Procedures for storing and disposing of materials.</b>  <b>Please note parents/guardians are responsible for providing the school with necessary materials</b>			
<b>Language to be used when providing this care:</b>		<b>Naming body parts:</b> <b>Bottom –Vagina – Legs –</b> <b>Hips -</b> <b>Naming bodily functions:</b> <b>Urination –</b> <b>Bowel movement –</b> <b>Menstrual Cycle -</b>	
<b>Cultural / religious sensitivities</b>			
<b>Date of Intimate care meeting:</b>			
<b>Review Date:</b>			

Individuals involved in this plan	Name - Printed	Signature
Parent / guardian 1		
Parent / guardian 2		
Principal		
SNA		
SENCO		
Year Head		
Other Relevant Personnel		