**ST LEONARD'S C of E PRIMARY SCHOOL, BRIDGNORTH**

# Intimate Care Policy

Ratified by the Governing Body: May 2026

Review Date: May 2029

St Leonard's CE Primary School empowers children to be courageous learners in a nurturing, safe and inclusive environment. Inspired by God's love we strive to demonstrate St. Paul's teaching on the fruit of the Spirit and help our children to make the world a better place.

"love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control"

Galatians 5. 22-23

## Principles

1.0 The Governing Body will act in accordance with:

- Keeping Children Safe in Education (updated yearly)
- Working Together to Safeguard Children
- The Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice
- Supporting Pupils at School with Medical Conditions
- The school's Safeguarding and Child Protection Policy

The school recognises its duty to safeguard and promote the welfare of all pupils and to ensure that intimate care is provided safely, respectfully and in a manner that protects dignity, privacy and wellbeing.

1.1 The Governing Body and Headteacher will act in accordance with the supplementary DfES guidance: 'Safer Recruitment and Selection in Education Settings' (2005) and 'Dealing with Allegations of Abuse against Teachers and other Staff' (2005)

1.2 This school takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. Meeting a pupil's intimate care needs is one aspect of safeguarding.

1.3 The Governing Body recognises its duties and responsibilities under the Equality Act 2010 to ensure that pupils with disabilities or additional needs are supported appropriately and are not discriminated against.

1.4 This intimate care policy should be read in conjunction with the following

- St Leonard's safeguarding and child protection policy
- health and safety policy and procedures
- policy for the administration of medicines (found in the staff handbook)
- Special Educational Needs policy
- Behaviour Policy
- Keeping Children safe in Education 2026

1.5 St Leonard's is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.

1.6 St Leonard's recognises that there is a need to treat all children, whatever their age, gender, disability, religion or ethnicity, with respect when intimate care is given. The child's welfare and dignity is of paramount importance. No child should be attended to in a way that causes distress or pain.

1.7 Staff will work in close partnership with parent/carers to share information and provide continuity of care.

## Definition

2.0 Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some children are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.

2.1 It also includes supervision of children involved in intimate self-care.

## Best Practice

3.0 Staff who provide intimate care at St Leonard's are trained to do so including in child protection and health and safety training in moving and handling (which can be provided by the appropriate LA officers/advisers) and are fully aware of best practice regarding infection control, including the need to wear disposable gloves and aprons where appropriate.

3.1 Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation.

3.2 As an additional safeguard, staff involved in meeting intimate care needs will not usually be involved with the delivery of sex education to the same children, wherever possible.

3.3 There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss their needs and preferences. Where the child is of an appropriate age and level of understanding permission should be sought before starting an intimate procedure.

Children will be encouraged to express preferences, wishes and concerns regarding intimate care wherever developmentally appropriate. Staff will take a trauma-informed and child-centred approach, ensuring that pupils are treated with dignity, respect and sensitivity at all times.

3.4 All children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for his/herself as possible.

3.5 Children who require regular assistance with intimate care have written Individual Education Plans (IEP) or care plans agreed by staff, parents/carers and any other professionals actively involved, such as school nurses or physiotherapists. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer. Any historical concerns (such as past abuse) should be noted and taken into account. (NB More information regarding care plans and risk assessments for children with complex medical needs can be found in 'Including Me: Managing Complex Health Needs in Schools and Early Settings' by Jeanne Carlin, published by the Council for Disabled Children and DfES, 2005)

3.6 Where a care plan or IEP is not in place, parents/carers will be informed the same day if their child has needed help with meeting intimate care needs (eg: has had an 'accident' and soiled him/herself). It is recommended practice

that information on intimate care should be treated as confidential and communicated in person, by telephone or by sealed letter, not through the home/school diary.

3.7 Every child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Adults who assist children one-to-one should be employees of the school and be DBS checked at the appropriate level.

3.8 It is not always practical for two members of staff to assist with an intimate procedure and also this does not take account of the child's privacy. It is advisable, however, for a member of staff to inform another adult when they are going to assist a child with intimate care.

3.9 Wherever possible the same child will not be cared for by the same adult on a regular basis; there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different carers.

3.10 Wherever possible staff should care for a child of the same gender. However, in some circumstances this principle may need to be waived; for example, female staff supporting boys in a primary school as no male staff are available. Male members of staff should not normally provide routine intimate care (such as toileting, changing or bathing) for adolescent girls. This is safe working practice to protect children and to protect staff from allegations of abuse.

3.11 The religious views and cultural values of families should be taken into account, particularly as they might affect certain practices or determine the gender of the carer.

3.12 All staff should be aware of the school's confidentiality policy. Sensitive information will be shared only with those who need to know.

3.13 If necessary, advice should be taken from the local council regarding disposal of large amounts of waste products.

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## Child Protection

4.0 The Governors and staff at St Leonard’s recognise that children with special needs and disabilities are particularly vulnerable to all types of abuse.

4.1 The school's child protection policy and inter-agency child protection procedures will be accessible to staff and adhered to.

4.2 From a child protection perspective it is acknowledged that intimate care involves risks for children and adults as it may involve staff touching private parts of a child's body. It may be unrealistic to expect to eliminate these risks

completely but in this school best practice will be promoted and all adults will be encouraged to be vigilant at all times.

4.3 Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.

4.4 If a member of staff has any concerns about physical changes in a child's presentation, e.g. unexplained marks, bruises, soreness etc s/he will immediately report concerns to the Headteacher/designated senior person for child protection in their absence, the deputy head. A clear written record of the concern will be completed and a referral made to Children's Services Social Care if necessary, in accordance with inter-agency procedures. Parents will be asked for their consent or informed that a referral is necessary prior to it being made unless it is considered that to do so will place the child at risk of harm.

4.5 If a child becomes distressed or very unhappy about being cared for by a particular member of staff, this should be reported to the class teacher or Headteacher. The matter will be investigated at an appropriate level (usually the Headteacher) and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

4.6 If a child makes an allegation against an adult working at the school, this will be investigated by the Headteacher (or by the Chair of Governors if the concern is about the Headteacher) in accordance with the agreed procedures.

4.7 Any adult who has concerns about the conduct of a colleague at the school or about any improper practice will report this to the Headteacher or to the Chair of Governors if the concern is about the Headteacher.

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## Physiotherapy

5.0 Children who require physiotherapy whilst at school should have this carried out by a trained physiotherapist. If it is agreed in the IEP or care plan that a member of the school staff should undertake part of the physiotherapy regime (such as assisting children with exercises), then the required technique must be demonstrated by the physiotherapist personally, written guidance given and updated regularly.

5.1 Under no circumstances should school staff devise and carry out their own exercises or physiotherapy programmes.

5.2 Adults (other than the physiotherapist) carrying out physiotherapy exercises with pupils should be employees of the school.

5.3 Any concerns about the regime or any failure in equipment should be reported to the physiotherapist.

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## Medical Procedures

6.0 Children with disabilities might require assistance with invasive or non-invasive medical procedures such as the administration of rectal medication, managing catheters or colostomy bags. These procedures will be discussed with parents/carers, documented in the IEP or care plan and will only be carried out by staff who have been trained to do so.

6.1 Any members of staff who administer first aid should be appropriately trained. If an examination of a child is required in an emergency aid situation it is advisable to have another adult present, with due regard to the child's privacy and dignity.

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## Massage

7.0 Massage is now commonly used with children who have complex needs in order to develop sensory awareness, tolerance to touch and as a means of relaxation. Staff at St Leonard’s are involved in delivering aspects of programmes devised by therapists.

7.1 It is recommended that massage undertaken by school staff should be confined to parts of the body such as the hands, feet and face in order to safeguard the interest of both adults and children.

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## Record Keeping

8.0 It is good practice for a written record to be kept in an agreed format every time a child has physiotherapy or requires assistance with intimate care, including date, times and any comments such as changes in the child's behaviour. It should be clear who was present.

8.1 These records will be kept in the child's file and available to parents/carers on request.

8.2 Records relating to intimate care will be stored securely in line with safeguarding, confidentiality and data protection procedures and, where appropriate, recorded on the school’s safeguarding recording system (CPOMS).