



Intimate Care Policy 2026 - 2029

Intimate Care Policy

Honeywell Infant and Junior Schools

Last Review Date: January 2026

Next Review Date: January

Committee Responsibility: Pupil Welfare and Community

All our policies are written to reflect, support and develop our ethos statement

“A community that cares about excellence, wonder and learning for life”

We provide a safe and exciting space where:

There is community

- ↑ There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils
- ↑ There is a sense of belonging

There is care

- ↑ Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other
- ↑ We understand our actions and nurture respect for each other and the environment

There is excellence

- ↑ There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning
- ↑ There is enrichment and high expectations beyond the curriculum

There is wonder

- ↑ Every experience is more memorable than the last
- ↑ Learning powers are nurtured and grow and grow
- ↑ The implementation of the curriculum is rich, vibrant and creative

There is learning for life

- ↑ There is an unstinting dedication to diversity and equality
- ↑ There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place
- ↑ Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond

Introduction

Honeywell Schools are committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

The Intimate Care Policy and Guidelines have been developed to safeguard children and staff.

This Intimate Care policy should be read in conjunction with the schools' policies as below

- Keeping Children Safe in Education (DfE, current version)
- Working Together to Safeguard Children (HM Government)
- Safeguarding Policy and child protection procedures
- Staff code of conduct and guidance on safer working practice
- 'Whistle-blowing' and allegations management policies
- Health and Safety Policy and procedures
- Special Educational Needs policy
- Confidentiality Policy
- Infection Control Guidelines for Schools
- Staff Recruitment Policy
- Moving and Handling Policy
- Anti-bullying Policy

Definition of intimate care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that some children are unable to do due to physical disability, special educational needs associated with learning difficulties, medical needs or needs arising from the child's stage of development.

In most cases intimate care will involve procedures to do with personal hygiene and the cleaning of equipment associated with the process and should only be carried out by suitably trained, competent staff.

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

Intimate care tasks specifically identified as relevant include:

- dressing and undressing (including removal of underwear)
- helping someone use the toilet
- changing nappies/continence pads (faeces)
- changing nappies/continence pads (urine)
- bathing/ showering
- washing intimate parts of the body
- changing sanitary wear
- inserting suppositories
- giving enemas
- inserting and monitoring pessaries
- catheterisation

Aims

The aims of this document and associated guidance are to:

- safeguard the dignity, rights and wellbeing of children and young people and staff
- provide guidance and reassurance to staff
- assure parents that staff are knowledgeable about Intimate Care and that their child's individual needs and any concerns they may have are taken into account

- make reasonable adjustments to remove barriers to learning and participation, protect from discrimination, and ensure inclusion for all children and young people as pupils and students.

Approach to Best Practice

The management of all children and young people with intimate care needs to be carefully planned.

Principles of best practice:

- To allow the child or young person to care for themselves as far as possible, to encourage independence and to encourage them to carry out aspects of intimate care as part of their personal and social development. Targets may be set in developing these life skills.
- To provide facilities appropriate to the child or young person's age and individual needs.
- To show awareness of and be responsive to the child or young person's reactions, their verbal and non-verbal communication and signifiers.
- To use the opportunities during intimate personal care to teach children and young people about the value of their own bodies, to develop their personal safety skills and to enhance their self-esteem.
- Religious and cultural values must always be taken into account when making arrangements for managing intimate/personal care needs for children and young people, and stereotypes should be challenged. Staff concerned should begin by simply asking questions about the child/young person being supported and try to discover things about their background and experience so as to have knowledge of and respect for any cultural or religious sensitivities related to aspects of intimate care.
- Get to know the child/young person beforehand in other contexts to gain an appreciation of his/her mood and systems of communication.
- Speak to the child/young person by name and ensure they are aware of the focus of the activity. Address the child/young person in age appropriate ways.
- Give explanations of what is happening in a straightforward and reassuring way.
- Agree terminology for parts of the body and bodily functions in consultation with the parents that will be used by staff and the child and encourage the children/young people to use these terms appropriately. This should be noted in the plan for continuity with staff.
- Respect a child/young person's preference for a particular sequence of care.
- Give strong clues that enable the child/young person to anticipate and prepare for events e.g. show the clean nappy/pad to indicate the intention to change, or the sponge/flannel for washing.
- Seek the child/young person's permission before undressing if they are unable to do this unaided.
- Where a child requires regular intimate care, agreed routines and arrangements will be documented within the child's Education, Health and Care Plan (EHCP) or medical care plan.
- For all children, any unplanned intimate care provided will be recorded in accordance with the school's recording procedures, including on Medical Tracker.
- Cross gender care. There is positive value in both male and female staff being involved in intimate/personal care tasks, although it may be unacceptable to some parents, carers or the

child or young person to have a carer of the opposite sex attending to toileting or other intimate needs, and this should be respected. However, at times there may be exceptional circumstances where there are human resource implications preventing full consideration of the optimum gender balance (available carers are more likely to be female).

Working with parents

- Partnership with parents is an important principle and is particularly necessary in relation to children needing intimate care.
- The school recognises that, particularly in the Early Years, practitioners may routinely provide intimate care, including support following toileting accidents, as a normal and necessary part of their role. All staff will maintain clear professional boundaries and follow safeguarding procedures in all aspects of their work.
- Parents should be encouraged and empowered to work with staff to ensure their child's needs are identified, understood and met. This will include involvement in the development of SEND Support Records, Education, Health and Care Plans, Personal Education Plans, Family Service Plans and any other plans that might involve Intimate Care.
- Exchanging information with parents is essential through personal contact, telephone or correspondence. This should be done through the process the parents are most comfortable with.

Intimate care plans

Where a routine procedure is required an intimate care plan will be agreed in discussion with the child, school/setting staff, parents and relevant health personnel. The plan will be signed by all who contribute and reviewed on a regular basis when required

In developing the plan the following will be considered:

- Whole school/setting implications:
 - importance of working towards independence
 - arrangements for home-school transport, sports day, school performances, examinations, school trips, swimming, etc.
 - who will substitute in the absence of the appointed person providing the intimate care
 - strategies for dealing with pressure from peers, e.g. teasing/bullying
- Management of the Learning Environment:
 - child's seating arrangements in class
 - system for the child to leave class with minimal disruption to the lesson
 - avoidance of missing the same lesson all year
 - awareness of a child's discomfort, which may affect learning
 - implications for PE e.g. discreet clothing, additional time for changing

All plans will be clearly recorded to ensure clarity of expectation, roles and responsibilities. All methods of communication including emergency procedures between home, school and the medical service will be included. A procedure will also be included to explain how concerns arising from the intimate care process will be dealt with.

Recruitment

- Parents will feel confident that relevant staff have been carefully vetted and trained helping to avoid potentially stressful areas of anxiety and conflict.
- Recruitment and selection of candidates for posts involving intimate care will be made following the usual Disclosure and Barring Service (DBS) checks, equal opportunities and employment rights legislation.

- Candidates will be made fully aware of what the post requires, including the developmental needs of the child and what is detailed in their job description before accepting the post.
- Enquiries will be made into any restrictions the candidates may have which will impede their ability to carry out the tasks involved. This will enable employers to identify and provide necessary support and reasonable adjustments so far as is reasonably practicable.
- Trained staff should be available to substitute and undertake specific intimate care tasks in the absence of the appointed person.
- Intimate care can only be provided in schools/settings by those who have specifically indicated a willingness to do so, either as part of their agreed job description or other arrangements. Those employees agreeing to undertake intimate care will receive appropriate training to undertake these tasks.
- Safeguarding and recruitment procedures will ensure that references are obtained prior to staff beginning work and that all vetting checks required under EYFS are documented and applied.

Training

The following guidelines will be used in training senior staff and those identified to support intimate care.

Senior staff members should:

- ensure that sensitive information about a child is only shared with those who need to know, such as parents and members of staff specifically involved with the child. Other personnel should only be given information that keeps the child safe.
- consult parents about arrangements for intimate care.
- ensure staff are aware of the set procedures, the Child Protection Policy and Health & Safety Policy etc.
- ensure staff understand the cultural needs of all children and seek specialist advice when necessary.
- ensure staff know who to ask for advice if they are unsure or uncomfortable about a particular situation.
- ensure the relevant staff have received up to date Safer Handling Training and are familiar with the Behaviour Policy
- wherever possible, avoid using staff involved in intimate care, in the delivery of sex education, as an additional safeguard to both staff and children involved.

In addition identified staff members will:

- access other procedures and policies regarding the welfare of the child e.g. Child Protection
- identify and use a communication system that the child is most comfortable with
- communicate with and involve the child in the intimate care process
- offer informed choices, wherever possible
- develop, where possible, greater independence with the procedure of intimate care
- maintain confidentiality with children who discuss elements of their intimate care unless it is a child protection issue when Child Protection Procedures must be followed.

Staff carrying out care responsibilities are required to follow the procedures specified in the basic hygiene precautions to be taken when dealing with pupils with bladder and bowel problems.

The protection of children

Child Protection Procedures and Multi-Agency Child Protection procedures will be adhered to. All children will be taught personal safety skills carefully matched to their level of ability, development and understanding.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. they will immediately report concerns to the appropriate manager/ designated person for child protection.

If a child becomes distressed or unhappy about being cared for by a particular member of staff providing intimate care, the matter will be looked into and outcomes recorded. As part of this process parents/carers will be contacted without delay in order to reach a resolution.

While this is being investigated, staffing schedules will be altered until the issue(s) are resolved so that the child's needs and wishes remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed (see Multi-Agency Child Protection Procedures for details)

Responsibility

The responsibility for implementation of this policy and for reviewing it rests with the Pupil Welfare Committee.

GDPR

All information collected in relation to this policy will be stored in accordance with our Privacy Policy and will not be shared with third parties.

Appendix 1

Dressing (Including swimming)

When classes have swimming lessons there will be two members of staff accompanying them and at least one parent/carer volunteer. Volunteers are organised by the class teachers and are either weekly regulars or working on a rota basis.

The Schools will ensure facilities provide privacy and modesty e.g. separate toileting and changing for boys and girls or at least adequate screening. There are separate changing cubicles available for swimming sessions.

Pupils will be encouraged to dress/undress themselves independently.

There will be a clear plan, appropriate to each individual, for (un)dressing for those who require supervision.

When using Public Facilities e.g. staff should be aware in advance of the nature of the facilities, and to ensure the dignity of each participant in the activity.

Procedure for undressing and dressing pupils who require full support: (swimming or when soiled)

- Ensure privacy before procedure
- Remove clothing from lower body first
- Put on swimming costume/or wash as required
- Ensure lower regions are covered before removing garments from upper body
- Encourage pupil to assist whatever way possible
- Refer to moving and handling procedure for safe movement of pupil and safety of staff
- Refer to swimming pool procedures for further information.

Appendix 2

Toileting

Guidelines

- Provide facilities, which afford privacy and modesty, with a separate toilet for girls and boys where age appropriate. These should be clearly marked. Screening should be provided where necessary e.g. when an individual requires nappy changing.
- There should be sufficient space, heating and ventilation to ensure the individual's safety and comfort.
- There will be appropriate and specialised toilet seats provided for the size and physical needs of the child or young person. A step may be necessary for younger children.
- Staff must wear appropriate disposable gloves and aprons for certain procedures and methods of dealing with body fluids.
- Ensure that adequate facilities/resources are provided, such as toilet paper, liquid soap, paper towels, "potties", bin for disposal of soiled nappies/pads.
- Supplies of suitable cleaning materials must be provided for cleaning and disinfecting areas.
- Items of protective clothing such as disposable gloves and aprons must be provided and readily accessible.
- Parents will supply fresh clothes to be available when required.
- Some children and young people may prefer to be changed by a single member of staff for reasons of privacy and dignity. Where an individual expresses a clear preference, this must be respected if possible. It is acceptable for a single member of staff to change a child providing they ensure that:
 - another member of staff is aware of what is happening
 - the event is recorded and initialled by the member of staff who changes the child
 - any issue or problem, such as bad nappy rash, which may have arisen or been noticed is recorded and shared with the parent/carer and a copy of the written record supplied.
- It may be necessary, however, to have more than one member of staff to help while toileting a child or young person because of health and safety or other considerations. Children who are heavier and with physical disabilities may require hoists and a hydraulic changing table and these should be provided. Staff must be trained in the use of these aids and equipment.

Appendix 3

Hand Hygiene

Surgical gloves are provided to staff and worn as necessary to help with hand hygiene.

Good hand washing is the single most effective way of stopping germs from getting into our bodies and causing infection.

Liquid soap is better than solid soap because it is less likely to become contaminated.

Disposable paper towels are the best option for drying hands because damp towels can harbour germs.

Don't assume children know how to wash their hands.

Hand washing procedure

- Wet hands under warm running water.
- Apply a small amount of liquid soap.
- Rub hands together vigorously ensuring soap and water is applied to all surfaces of the hands. Be sure to rub between fingers, the palms and the back of the hands.
- Rinse hands under running water.
- Dry hands, preferably using paper towels.