



Bellsbank Primary School

Intimate Care Policy

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1.1 Aims

- To develop a framework and guidelines based on good practice, within which Bellsbank Primary School staff will provide intimate care for pupils.

- To safeguard the rights of pupils.
- To safeguard staff who are required to operate in sensitive situations.
- To ensure that parents are involved in planning the intimate care needs of their child.
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1.2 What is intimate care?

Intimate care encompasses areas of personal care which most people usually carry out for themselves. Some pupils in Bellsbank Primary School are dependent on adult support in many aspects of intimate care. This may include eating, drinking, washing, Gastrostomy feeding, care associated with continence and menstrual management, dental hygiene, toileting or the administration of emergency medication such as rectal diazepam or buccal midazolam for epilepsy or inhalers for asthma. It also involves the more ordinary tasks such as changing for PE and swimming and showering after physical activity. Children with disabilities are more vulnerable to abuse than other children.

- They may have little control over their lives
- It is more difficult to convey the message of sex education and personal safety to pupils who may have difficulty in recognising abusive behaviour
- Pupils may have difficulty communicating what is happening

1.3 Setting the climate for intimate care - the principles:

- Ensure privacy appropriate to the child's age and situation
- Allow the child to care for him/herself as far as possible
- Be aware of and responsive to the child's reactions
 - Allow the child maximum choice possible for intimate care procedures using a preferred means of communication
- When carrying out intimate care away from school, remember the main issues of privacy and safety for child and staff. Intimate care can provide opportunities to teach children about the value of their own bodies, to develop their personal safety skills and to enhance their self - esteem.

Wherever possible pupils should be encouraged to carry out aspects of intimate care, as part of their personal and social development and targets should be set in developing these life skills.

1.4 Communication regarding intimate care issues

Permission must be sought from the parent/carer before any form of intimate care can be undertaken. (see Appendix 1 Parent/Carer Permission Letter).

All staff working with the child should be aware that permission has been given before undertaking intimate care.

The home/school diary can include issues such as:

- How well a child has eaten or what they have eaten
- Particular achievements
- Details of seizures

The home school diary should not include issues of great sensitivity e.g. noting the child has head lice or indicating the child has body odour or is displaying sexualised behaviour.

It is recommended that issues of intimate care be communicated by:

- Sealed letter
- Personal contact
- Telephone

Parents / carers and staff should be confident that matters regarding intimate care will be dealt with confidentially and sensitively and that the young person's privacy and dignity is preserved at all times. Certain aspects of intimate care are best discussed personally rather than written in a formal report. The discussion may then also include advice to parents and carers.

Please note, where there are good reasons to suspect that a child may be at risk of abuse, action must be taken to protect the child and East Ayrshire's Child Protection guidelines must be followed.

1.5 Good Practice in Intimate Care

- The child's welfare and dignity is of paramount importance at all times
- Get to know the child's moods and verbal and non-verbal communication.
- Develop an understanding of religious and cultural sensitivities related to intimate care and take account of these
- Speak to the child by name showing them they are the focus of your attention
- Provide an explanation of what is happening in a reassuring way and involve him/her in the sequence of the activity. Involvement may be at an experiential level, participative or awareness level, as appropriate to the individual.

- Developing independence skills is a priority for all pupils and should be encouraged as far as this is possible, including those at a very early stage of development. This requires staff to recognise and include pupils in actively experiencing and participating in the small steps of washing, dressing, toileting, eating skills etc.
- Equipment is provided to assist with children and young people who need special arrangements following assessment by physiotherapy and occupational therapy.
- Enable the child to be prepared for and to anticipate events. Visual symbols or photographs may be used to show the sequence of dressing or at an earlier stage of development a child may be given an object signifier.
- Encourage the child to wash/wipe private parts of the body him/herself using disposable wipes.
- Provide facilities that afford privacy and modesty e.g. separate toileting and changing for girls and boys or at least adequate screening.
- Supplies of fresh clothes should be easily to hand so that the whole toileting procedure can continue uninterrupted.
- Records of noteworthy responses to intimate care and changes in behaviour will be kept in the child's file.
- Agree terminology (home and school) for private parts of the body and functions as soon as possible. Staff should use these terms and children should be encouraged to use them as appropriate.
- Staff should ensure that there are suitable facilities for intimate care available on excursions and residential experiences. e.g. with a predominantly female staff, staff should discuss what is appropriate and plan accordingly when taking boys to the toilet when out of school. Staff should take senior age pupils to a disabled toilet if they are not able to go to the gent's toilet unsupervised.
- Speak to older children in a way that reflects their age.

1.6 Management responsibilities

- Staff will receive ongoing training in good working practice which complies with health and safety regulations such as hygiene procedures; manual handling; awareness of medical conditions and associated first aid; child protection procedures; and other aspects of intimate care.
- A record should be kept by the school CPD Co-ordinator.
- Senior Managers should provide induction for all new staff and ensure they are made fully aware of individual intimate care protocols for the children and young people they are supporting

1.7 Staff Responsibilities

- Staff must be familiar with the Intimate Care Guidance/Procedures
- Staff must adhere to health and safety and intimate care policies and procedures and must report any health and safety concerns to the relevant senior manager
- The school should liaise with parents/carers and other appropriate services, i.e. physiotherapy and occupational therapy, over the development and implementation of the agreed intimate care protocol.
- Staff will take part in training for any aspect of intimate care support as appropriate.
- It may be necessary to give additional advice to escorts. It may also be necessary to seek professional advice from the School Doctor, who will decide when additional training is necessary.
- Senior managers should take an active role in familiarising new staff with key issues relating to their pupils and classroom management.

1.8 Basic Hygiene Procedures

All staff must be familiar with normal precautions for avoiding infection and must follow basic hygiene procedures to a high standard,

- This includes hand washing using liquid soap and hot water
- Any cuts or sores should be covered
- Disposable gloves and aprons should be used once and changed after each child

These should be used for dealing with:

- Spillage of blood or other bodily fluids
- Changing and disposing of nappies, dressings or other bodily fluids
- All disposable dressings, soiled nappies and pads. (These should be disposed of in nappy bins). Staff should be aware of the need for a high standard in hygiene procedures due to their very close contact with certain pupils, their involvement in intimate care procedures and contact with bodily fluids. There is also a risk of cross infection via saliva from children's pencils and toys etc.

Wherever possible, children who require to be cleaned on a changing table or plinth, should be rolled onto their sides in accordance with manual handling practice. Details for individual children can be found in their Intimate Care Protocol. (see Appendix 2)

After each use of the changing table/plinth, it should be sprayed with disinfectant and wiped clean.

Good hygiene procedures protect both pupils and staff.

1.9 Dental Hygiene Procedure

Toothpaste should not be applied straight from the tube onto the brush unless each child has their own tube of toothpaste. If one communal tube of toothpaste is being used the procedure should be to squeeze a pea sized amount of toothpaste on to a square paper towel and from there to the toothbrush.

1.10 Activities Involving Food Preparation

Before beginning any food preparation, work surfaces should be washed, utensils must be clean; staff and pupils' hands must be washed. Aprons should be worn; long hair tied back. When feeding children it is important that the adult wears an apron to maintain food hygiene standards. The child may need to wear one to protect his/her clothing.

1.11 Toileting Routine

Parents should be encouraged to toilet train their children at home as part of their daily routine. School should reinforce this routine whilst avoiding any unnecessary contact.

All staff should respect the personal dignity of the pupils when supervising, teaching or reinforcing toileting skills.

Staff should promote appropriate use of toilets and associated skills in private and public settings. Wherever possible standard toilets should be used: this promotes independence and reduces the reliance on specialised equipment.

Staff should be aware of the need to be gender sensitive to the needs of the children in the upper school. Staff should also be aware of their own safety with regard to child protection.

It may be necessary for two members of staff to toilet a child, this can be done as discreetly as possible. 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. Where possible one child will be cared for by one adult, unless there is a sound reason for having two adults present. If this is the case, the reason should be clearly documented on the appropriate plan. Take into consideration the physical needs, any child protection issues and behaviour management as part of the risk management.

Where a single member of staff is engaged with any intimate care for any pupil it is important that they:

- Let the class team know what they are doing and where they will be.

- Record any relevant health or behavioural concerns and seek support from the class team or a senior manager. The use of public toilets as part of a personal and social development programme should emphasise the following points

- Find an empty cubicle
- Follow an established routine
- Be aware of hygiene issues
- Be aware of personal safety issue

1.12 Dressing

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

1 Ensure privacy before procedure

2 Remove clothing from lower body first

3 Put on swimming costume and/or wash as required

4 Ensure lower regions are covered before removing garments from upper body

Encourage pupil to assist in whatever way possible

6 Refer to moving and handling procedure for safe movement of pupil and safety of staff.

7 Refer to swimming pool procedures for further information.

1.13 Eating

Eating is a social occasion and pupils should be encouraged to eat as independently as possible and make choices where appropriate.

All children should wash/have their hands washed, before eating.

Procedure for supported eating:

1. Ensure pupil is well positioned in chair in a stable, upright position

2. If protection for clothing is required it should be appropriate to the age of the pupil, i.e. a disposable paper napkin

3. If appropriate, use an Object of Reference, to indicate that it is time to eat.

4. Follow each pupil's guidelines for feeding

5. Dry hands, preferably using paper towels

1.14 Physical Disability

The physiotherapist and the manual handling specialist can advise on moving and handling issues relating to the physical needs of the pupils. Staff should refer to individual pupils' manual handling care plans.

1.15 Personal Safety Programmes

Personal Safety Programmes are an integral part of personal and social development. Many pupils may be able to learn to reject inappropriate behaviours. The personal, social and health education programme should cover keeping and feeling safe with pupils.

1.16 Menstruation

Pupils will need additional reassurance, straightforward guidance, instruction and assistance to cope with the practicalities of menstruation. A female member of staff should provide this. The school nurse will be able to provide support to staff who deal with pupils at times of menstruation.

1.17 Volunteers, Students and Secondary School Pupils on Work Experience

Key issues relating to the use of volunteers, senior aged pupils and students should include the following

- Anyone who comes into school to help must hold a completed PVG check
- Volunteers should not be involved in toileting pupils
- Student Nurses can be involved in toileting pupils. Other students may not have the required training and permissions from their colleges. Please check this with their tutor before the placement begins.
- Students and volunteers should be included in group activities supported by other members of staff and not left unsupervised with our pupils. Please refer to any Volunteer Policy for further support.

1.9 Bibliography

Helping Hands: Guidelines for staff who provide intimate care for children and young people with disabilities (funded by SOEID)

Highland Council: Intimate Care Policy for Children and Young People, Policy and Guidance.

Appendix 1 Permission for Bellsbank Primary School Staff to Provide Intimate Care

Child's Name:

Male / Female

Date of Birth:

Parent / Carers Name:

Address: _____

I give permission to the school to provide appropriate intimate care to my child; e.g. changing, toileting, feeding, showering, medical support or other. I wish to advise you that I would like the following to be the approach to this:

Special arrangements for my child should be as follows:

I will advise the Head Teacher of any medical issues which affect the intimate care of my child.

The medical issues are:

Name

Signature

Relationship to child

Date

Appendix 2. Bellsbank Primary School Intimate Care Protocol

To be completed by HT or DHT and parent/carer & shared with all staff who are involved in supporting the child.

Name of Child or Young Person:

Class Teacher/Responsible staff member:

Parental Permission agreed (please circle) Yes . No

School Staff Involved
Other Agency i.e. Physiotherapy, Occupational Therapy
Nature of Intimate Care provided (including changing, toileting, feeding, showering, medical intervention, first aid, physical education]
Special arrangements for Changing and/or toileting (please include number of personnel involved and indicate whether this is a child protection or moving and handling requirement)
Other Special arrangements (please include any other intimate care not shown above)

Signature of Responsible Staff Member.....

Signature of Parent/Carer: **Date**

Role of School Personnel with Responsibilities for Personal Care

School personnel will:

- receive training;
- be professional in their duties at all times;
- be respectful of a child's needs;
- preserve a child's dignity and respect with a high level of privacy, choice and control appropriate to the child's age and situation;
- be aware of a child's method and level of communication;
- make sure practice in intimate care is consistent;
- be aware of their own limitations; promote positive self-esteem and body image; work in partnership with parents/carers; report any concerns they have about a child;
- report any concerns they have about a colleague's intimate care practice;
- be aware of the danger of allegations being made against them;
- take precautions to avoid risk

Nappy Changing in School

Nappy changing procedures include:

- Nappy changing resources readily supplied.
- Spare clothes in place.
- A new set of gloves and apron to be worn for every nappy change.
- Child to be placed on a mat during a nappy change. ☑ Soiled nappies to be placed in a nappy sack for disposal.
- Any soiled clothes to be sent home in a separate bag.
- All cleaning wipes to be placed in a nappy sack.
- Nappy sack to be securely tied and placed in the appropriate bin for disposal.
- Before dressing the child dispose of all personal protective equipment used in the appropriate bin.
- Hands to be washed before dressing child. Return child to the classroom/play room.
- Then thoroughly clean the nappy changing area using anti-bacterial spray and disposable paper towels

Role of parents/carers

Parents/carers will:

- be aware of and comply with this policy
- advise the school of any known intimate care needs relating to their child;
- be involved with their child's intimate care arrangements on a regular basis;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Rights of the Child

All children have the right to be treated:

- with sensitivity and respect in such a way that their experience of intimate care is a positive one;
- by professionals suitably trained and assessed to be competent to undertake procedures in intimate care

Supervision of children changing

1. A judgement will be based on the age and developmental needs of the pupils but there will not be an assumption that adults need to remain in the room in order to maintain good behaviour. This can be achieved by staff being in close proximity and pupils being made aware of this. Pupils will also know that adults will enter the room if necessary, in response to any disturbance or needs that may arise.
2. If adults need to enter the room, they will alert pupils by announcing this loudly, giving the children the opportunity to cover up.
3. Pupils will always show respect for one another when changing. The pupils will change quickly and quietly.

. Children who may need assistance with getting changed

1. Staff will refer to the guidance set out in the Intimate Care Policy for assisting children who are disabled or require additional help.
2. Pupils of all ages will be encouraged to be as independent as possible. Adults will prompt and give verbal encouragement/ instructions before they consider offering assistance.
3. Any assistance will take place openly, not out of sight of other members of staff. This will always be undertaken to meet the needs of the children and not the adults.