



Intimate Care Protocol For Children & Young People

INTRODUCTION

Dorin Park School values all members of the school community equally.

We strive to ensure that each student feels valued and learns to value others.

We encourage our students to seek high standards by providing education of the highest quality, enabling them to develop their potential as independent individuals.

Staff who work with students who have special needs understand that the issue of intimate care is a difficult one and will require staff to be respectful of pupil/students' needs.

Intimate care can be defined as care tasks of an intimate nature, associated with:

- bodily functions
- body products
- personal hygiene

Any of these may require direct or indirect contact with or exposure of the genitals/private parts of the body.

Examples include care associated with welfare and menstrual management as well as more ordinary tasks such as help with washing or bathing.

SAFEGUARDING

Dorin Park School is committed to ensuring that all staff responsible for the intimate care of students will undertake their duties in a professional manner at all times.

We recognise that there is a need to treat all students with respect when intimate care is given. No student should be attended to in a way that causes distress or pain.

Student dignity will be preserved and a high level of privacy, choice and control will be provided to them.

If a student becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded.

Where appropriate, 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 pupil/student's needs remain paramount. Further advice will be taken from outside agencies if necessary.

Staff who provide intimate care to students have a high awareness of safeguarding issues. Staff behaviour is open to scrutiny and staff work in partnership with parents/carers to provide continuity of care to students wherever possible.



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If a student makes an allegation against a member of staff, all necessary procedures will be followed [see the Safeguarding Procedures].

Personal Safety is delivered as part of Personal, Social and Health Education, to all students as appropriate to their developmental level and degree of understanding.

This work is shared, in the appropriate manner, with parents who are encouraged to reinforce the personal safety messages within the home.

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

A clear record of the concern will be completed and referred to social care and/or police if necessary. Parents will be informed that a referral is necessary prior to it being made unless doing so is likely to place the student at greater risk of harm. [See the Safeguarding Procedures].

OUR APPROACH TO BEST PRACTICE

All Dorin Park all staff have eDBS clearance.

Individual intimate care plans will be drawn up, by the pastoral staff/welfare team/other professionals, as appropriate to suit the circumstances of the pupil/student.

These plans include a full risk assessment to address issues such as moving and handling, personal safety and health of the pupil/student/the carer.

Parents/Carers contributions to Personal Care plans is an essential part of ensuring the appropriate level of personal care. Parent contributions are gathered at admissions meetings.

These plans are regularly reviewed by the pastoral staff/staff providing the care, to maintain the appropriate level of care at all stages of the student's development. The level of care may vary through the years, or may increase/decrease during the year according to the pupils'/students' needs. Care plans are shared with parents and a signed copy requested to store in school.

Depending on circumstances and the pupil/student, wherever possible and practical, the same student will not be cared for, by the same adult on a regular basis. The welfare team staff member rotate on a half-termly basis. 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.

All students who require intimate care are treated respectfully at all times; the student's welfare and dignity is of paramount importance.



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Each pupil/student's right to privacy will be respected. Careful consideration will be given to each pupil/student's situation to determine how many carers might need to be present when a student needs help with intimate care.

More than one adult may be involved in the personal care of a pupil/student.

Where appropriate (e.g. semi-independent students) students will be cared for by one adult unless there is a sound reason for having two adults involved in the care, in order to protect the pupil/students dignity. In such a situation, other staff will be alerted to the support given to those developing their independence in self-care. This will form a part of the risk assessment and care plan.

At times, as appropriate to their risk assessments, 2 or more adults may be present. If this is the case, the reasons will be clearly documented in the care plan.

Staff who provide intimate care are fully aware of best practice and ensure they and others working with them adhere to policy guidelines. (Including Safeguarding and Health & Safety training in moving and handling)

Equipment will be provided to assist with students who need special arrangements following assessment from physiotherapist/occupational therapist as required.

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

Staff will teach and model appropriate behaviour, supporting students to develop acceptable and safe social skills.

Education Safeguarding Procedures and Inter-Agency Safeguarding procedures will be accessible to staff and adhered to.

Staff will apply common sense to all aspects of touching/intimate care situations. Maintaining student dignity is to be prioritised at all times.

THE DEVELOPMENT OF STUDENTS PERSONAL CARE SKILLS

Due consideration is given to the student's abilities as well as:

- age
- gender
- religion
- ethnic background
- cultural background

The needs and wishes of students and parents will be carefully considered alongside any possible constraints; e.g. staffing and equal opportunities legislation.



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Staff will encourage students to do as much for themselves as possible to promote independence and self-esteem. **Staff will not assist with/carry out personal care tasks that the student can undertake themselves.**

As a basic principle, students will be supported to achieve the highest level of autonomy that is possible given their age and abilities.

Staff will encourage each student to do as much for themselves as they can. This may mean, for example, giving the student responsibility for washing or drying themselves.

There is careful communication with each student who needs help with intimate care in line with their preferred means of communication (verbal, signing, symbolic, etc.) to discuss/negotiate, as appropriate, the student needs and preferences.

This ensures the student is aware of each procedure that is carried out and the reasons for it. Where non-verbal communication is the preference of the pupil/student, staff will be at increased awareness of needing to 'read' and respond to reactions. Such as when a student may be displaying signs of discomfort/anger/distress. Staff will use visual symbols as appropriate to support understanding.

Students are taught to understand the importance of talking to any trusted adult whenever they have any concerns related to safeguarding, through pastoral support and the PSHE curriculum.

Each student will have pastoral staff to act as an advocate/s to whom they will be able to communicate any issues or concerns that they may have about the quality of care they receive.

OTHER ADULTS WORKING WITH CHILDREN

Volunteers/work experience students/visitors will not be involved in any personal care procedures and will always work in sight of school staff at all times.

Some touching/physical support may be required to assist pupils to access the curriculum. Where this is required, staff will give due consideration to volunteers/work experience students supporting to a lesser degree.

RESOURCES

- <http://www.workingtogetheronline.co.uk/>
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- The Education Act, 2002, HM Guidance
- Keeping Children Safe in Education, 2025
- Working Together to Safeguard Children, 2018
- The Statutory Framework for the Early Years Foundation Stage



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DORIN PARK STUDENT MOVING & HANDLING AND PERSONAL CARE RISK ASSESSMENT

Pupil Name			
Handling Constraints			
Uncontrolled Spasm		Epilepsy	
Poor Head control		Flaccid limbs	
Fragile Bones		Impaired balance	
No upper limb function		General fragility	
Spinal fusion		Cultural	
Behavioural Issues		Visually/Hearing impaired	
Additional comments: 			

Activity	Independent	Supervised/ Prompted	Assisted	Dependent	Hoisted	Handling Techniques and Equipment to be used
Transport						
Toileting/Changing						
Moving Around School						
Feeding						



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Outside play						
Standing						
Use of Sensory Room/classroom						
Physical assistance required						
Swimming						
Visits						
Toilet training and equipment needed						
Emergency arrangements to be used when normal techniques are not possible.						
Personal care						
Strategies and communication needed in the bathroom						
Equipment needed in bathroom						
Additional health/behaviour/ other risks						
Assessment completed by						
Date of assessment						



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Updates/changes to policy	Comments on progress/further development
Autumn 2008	- Policy reviewed and updated as part of Student Protection policy review - Policy presented to and ratified by Governors
Jan 2010	Intimate care policy example off Cheshire West site, adopted.
Feb 2010	Completed LA audit and draft policy guidance discussed/shared with Headteacher/CP governor/SIP/LAC governor/sample of parents and carers
March 2010	Draft Policy amended/updated following consultations and presented to Governors
May 2010	Policy finalised (as part of Safeguarding Policy and Procedures)–ratified by Governors
April 2011	Reviewed, no changes.
Summer 2012	Reviewed, no changes
Summer 2013	Reviewed – names altered
Dec 2013	Reviewed to ensure policy is in line with New Safeguarding policy published by CWAC (Oct 2013)
March 2014	- Protocol reviewed with Parents. - Protocol approved by SLT
June 2015	Policy reviewed and checked against new 'Keeping Children Safe in Education' document
March 2016	Policy reviewed and updated re names
Autumn 2016	Policy reviewed.
Summer 2017	Policy reviewed
Summer 2020	Policy reviewed – names/roles/review dates removed and updated references to documents
January 2021	Policy reviewed – updated KCSIE refs to 2020 and updated name of CWAC website to cheshirewestscps.co.uk
November 2022	Policy reviewed – no changes
September 2023	Policy reviewed. Changes to KCSIE date. Reference to staff working on a rota basis and using visual symbols to support understanding. Reference to sharing with parents/signed by parents. Updated moving & handling and risk assessment template.



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This is a ☒ *Policy Document* ☐ *Guidance Document* ☐ *Information Document*

Reviewer: SLT

Approver: Resources Committee

Last Review Date: November 2025

Last Approval Date: November 2025

Next Review Date: November 2026