
SEND Intimate Care Policy



The McAuley Catholic High School



Reviewed September 2025

Next Review September 2026

Intimate Care Policy
McAuley RC
Academy High School

To be read in conjunction with:

INCLUSION Policy / SEND Policy

Child Protection and Safeguarding

Safeguarding Children

Medical Procedures in School/ Supporting Pupils with Medical Needs

Health and Safety

Individual pupil care plans

Sex and Relationships Education

Confidentiality

Date of previous Policy - Created:	September 2024
This Policy was co-produced in consultation with SENCO and SLT	Summer Term (JULY) 2025 In place for SEPTEMBER 2025
Policy Review completed	SEPTEMBER 2025
Policy to be reviewed again on:	SEPTEMBER 2026

Presented to Governing body: SEPTEMBER 2021, September 2022, September 2023,
September 2024, September 2025

Mission Statement:

At McAuley Catholic High School, we are committed to offering an inclusive environment for all our children whatever their needs or abilities. We are an inclusive school and believe that all children should be valued and treated with respect. At McAuley our fully inclusive ethos and approach is to foster, encourage, promote and implement fair access to all aspects of learning for all students regardless of any physical or mental disability / impairment that they may have. Our starting point is access and equality for all members of our school community.

- We celebrate our children's strengths, interests and individuality
- We have high expectations and aspirations daily for all our children
- The views, wishes and feelings of our children are central to all we do
- We work positively and proactively with parents/carers and others involved
- All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued
- All children are encouraged to participate in the life of our school
- All our teachers are teachers of children with SEND and are responsible for their progress and development

At McAuley we provide an outstanding Catholic learning community in which all pupils enjoy learning, feel valued and safe and achieve within an environment of respect, inclusion, equality, aspiration and celebration. Where all pupils are able to achieve, develop healthy lifestyles, and foster a lifelong desire to learn and to prepare them for adult life.

1. Principles

1.0 The Governing Body will act in accordance with Section 175 of the Education Act 2002 and 'Safeguarding Children and Safer Recruitment in Education' (DfES 2006) to safeguard and promote the welfare of pupils at this school.

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 in relation to the Disability Discrimination Act which requires that any child with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against.

1.4 McAuley 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.

1.5 McAuley 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, anxiety or pain.

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

2. Definition

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.

3. Best Practice

3.0 Staff who provide intimate care at McAuley are 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.

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 Some pupils at McAuley have individual care plans agreed by staff, parents/carers and any other professionals actively involved.

3.6 Some identified pupils at McAuley need intimate care as part of their daily routines. 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 will therefore be DBS checked at the appropriate level.

3.8 Under no circumstances should staff discuss a child's need for intimate care or partake in other conversations about a child and or a child's family in the presence of said child or any other child/children. This of course, applies in all situations.

3.9 It is not always practical for two members of staff to be present to assist with intimate procedures 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.

3.10 The same child may not always be cared for by the same adult on a regular basis; there may 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.

3.11 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 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.

3.12 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.

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

4. Child Protection

4.0 The Governors and staff at McAuley 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 or designated senior person for child protection (Mr Matt Alison / Safeguarding Team) 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 SENDCO (Mrs Keane) and Safeguarding Lead (Ms Allport). The matter will be investigated at an appropriate level (usually the Headteacher or an Assistant 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.

5. Physiotherapy

5.0 Children who require physiotherapy whilst at school should have this carried out by a member of staff who has received training from a physiotherapist. 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.

6. Medical Procedures

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.

7. Staff training

7.1 Staff will be provided with appropriate training as and when required and dependent on the needs of individual pupils.

7.2 Training will be provided by appropriately qualified professionals and/or other service providers eg Physiotherapy Service, Occupational health Service, School Nursing Team staff, Disability Nursing Team etc.

Appendix:

- Consent form intimate care needs template
- Intimate care log template